



# THE SIERRA EDUCATIONAL NEWS

Volume XVIII

MAY, 1922

No. 5

*The Bookman*

*President Cox's Annual Address*

*Report of the Executive Secretary*

*C. T. A. Memberships*

*The Placement Bureau*

*The Financing of Education*

*Summer Schools*

*Financial Reports*

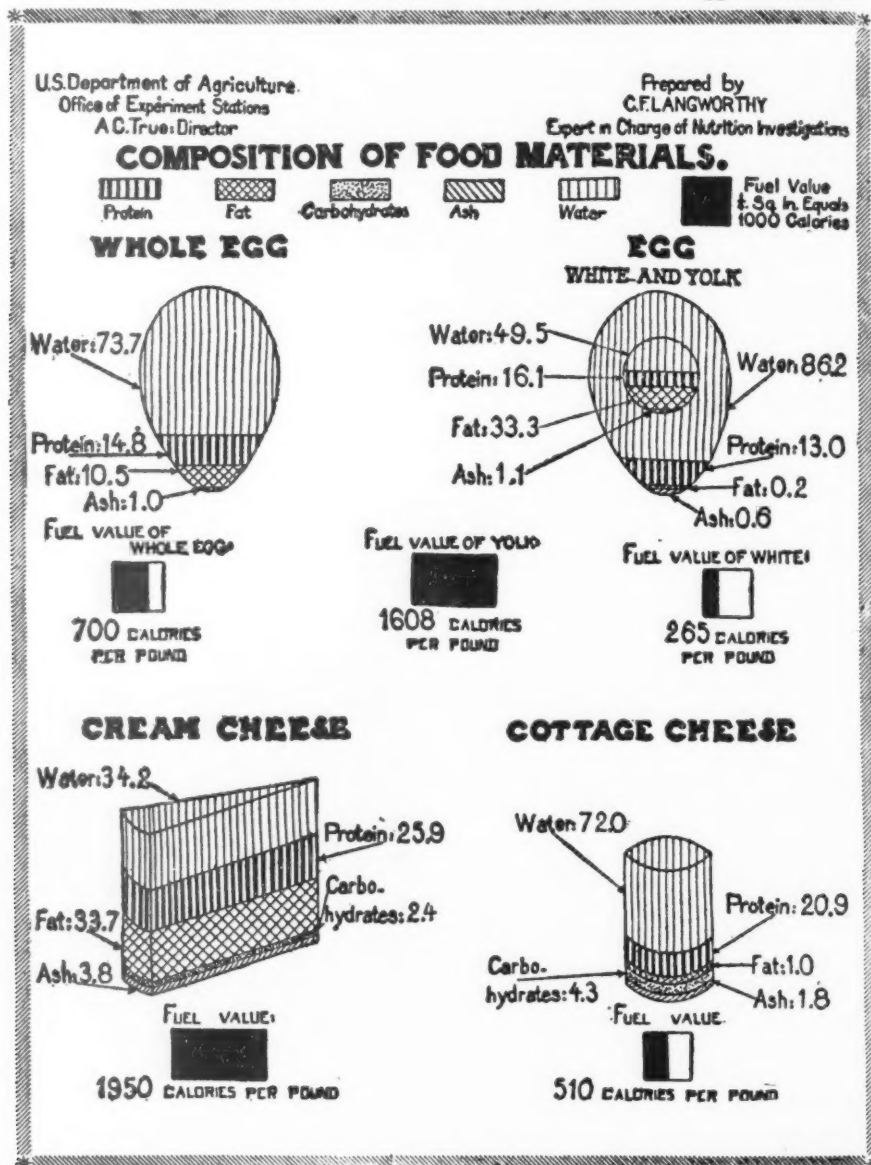


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Chicago, May 1, 1922.

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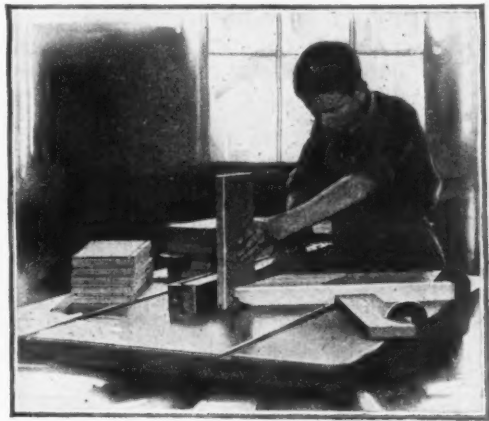
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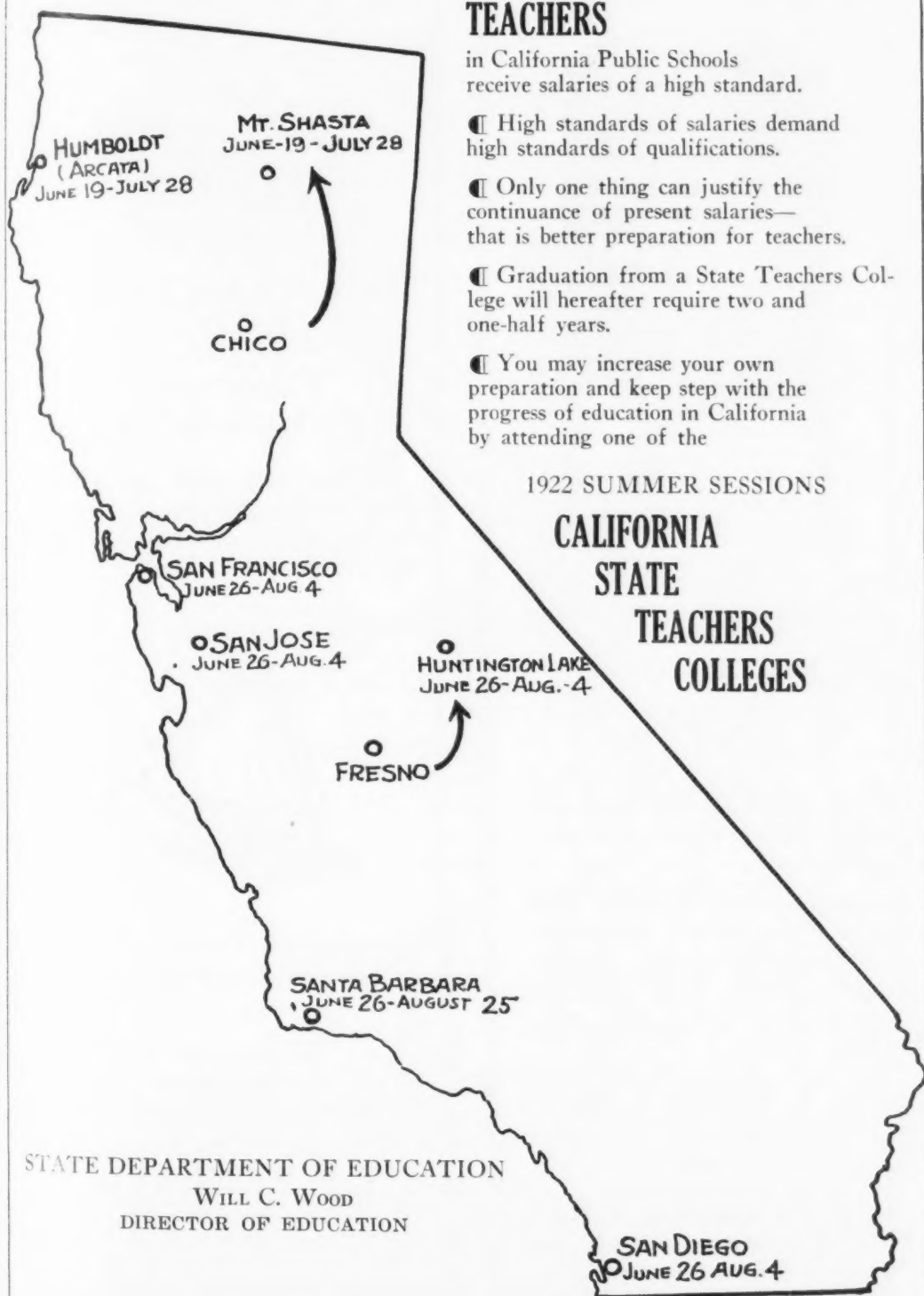
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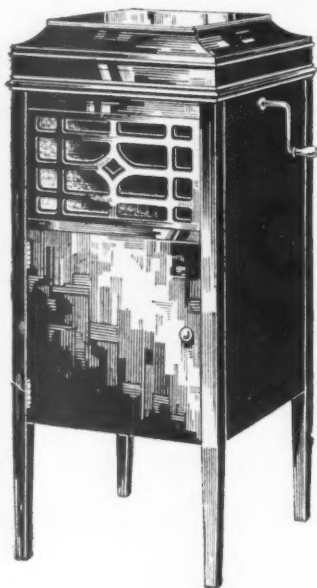
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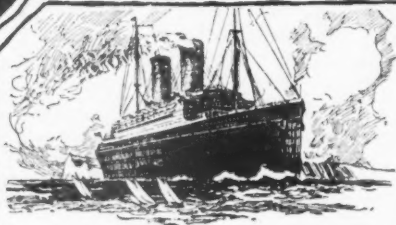
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## TWO EDUCATIONAL LEADERS



E. MORRIS COX

*A*ssistant Superintendent of the City Schools of Oakland, California, and for the past nine years President of the California Council of Education and California Teachers' Association. His determination not to again permit himself to be re-elected, called forth an expression of appreciation on the part of the members of the Council at the Annual Meeting, April 8. Mr. Cox has devoted time, energy and money in the best interests of the teaching body and of the schools of the State. The results of his clear thought and aggressive action are recorded in many of those advanced legislative measures now upon our Statute Books, that make of teaching a profession in California. The teacher has no better friend than E. Morris Cox and the history of California can not be written without according a large place to his justice, his fearlessness and his vision.

*T*aking high rank among the school administrators of the country is Mark Keppel, the recently elected President of the California Council of Education and California Teachers' Association. Since 1903 he has directed the educational activities of the schools of Los Angeles County. For clear thinking and decisive action, Mr. Keppel has no superior. For his achievements as Chairman of the Superintendents' Legislative Committee in California, and as a member of the Council Committee on Legislation, he stands out in a national way. Mr. Keppel was chairman of the Committee that had in hand the defeat of the Tax Limitation Measure in 1913 and more recently of the now famous Constitutional Amendment No. 16. As President of the Council, he will have the support of the educational forces of the State.



MARK KEPPEL

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ARTHUR HENRY CHAMBERLAIN, Executive Secretary of the Council.....Manager Editor  
RICHARD G. BOONE, Professor of Education, University of California.....Associate Editor

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# EDITORIAL



IT would be difficult to determine with accuracy, in the divorce of urban and rural interests, which suffers most. So basic is soil production in the manifold forms and raw materials that, without them city life would not be possible. So essential is city life, with its factory plants, its storage and markets, that the rancher would not otherwise have outlet for his production beyond his own consumption. The relation represents a division of labor whose parts are held together by a mutual dependence, that is vital. Yet from an early period in our country when ninety-five per cent of the population were producers and the rural activities dominated; we have come upon a condition in which approximately two-thirds are living an urban life—urban economically, politically, socially, culturally, educationally; and, gradually, but certainly, the population, consuming centers, have come to exercise a very determining influence in shaping the legislative, the economic, the educational privileges of the rural institutions, even. This is not to say that the city dominance has been presighted and purposed with selfish intent, or that the city's assumption of leadership and initiative have been more responsible than has been the country's ready acceptance of the urban standards. Concerning many of its important interests, its social and humane well-being, its education and institutional needs, the more isolated community life has been infirm of purpose, timid in the shadow of the more masterful city, and content to imitate its standards and adopt its provisions for business, for political control, for economic

and intellectual commerce, and so, of education.

THE last generation has equalized many of these differences of privilege. What with better roads (often quite as fit as city streets), automobile transportation, free mail delivery, extensive telephone (therefore improved) service, in many parts, the electric current, improved stock and modern farm machinery, an available farm science from the best laboratories, and sanitary homes,—the country has taken on attractions. Life in the presence of an unspoiled nature and among growing things becomes not only bearable but interesting. The community house for social gatherings, entertainment, music, pictures and club intercourse, largely abolishes servile dependence upon outside sources. The neighborhood begins to feel something of the self-sufficiency and initiative of the city; a consciousness that it has its own worthwhile life to live. It becomes resourceful and creative of local ideals, ambitions for social and cultural accomplishment, inspired with a desire for a way of living suited to the rural conditions.

IF this be a fair picture of the "coming" of the better rural community, what shall be said of the school? It will probably be agreed that, as compared with the improved conditions of country life as enumerated above, the schools generally have made less advance. They have not kept pace with the farmer's industrial appliances, with the means of so-

## WHAT OF THE SCHOOL?



cial and commercial intercourse—mails, roads and telephones, with the use of weather and market reports, or with the growing community spirit. With some notable, but rare exceptions, the amount of schooling per pupil is, the country over, not more, for the rural population, than three-fourths that provided in the cities. For more than 200,000 of their teachers the academic and special training is yet more unfavorable for the small districts. The equipment in teaching and illustrative material is almost nil, and any intelligent, consecutive supervision of the teaching in the units of any territory is practically negligible. Besides, the teachers, for the most part, are the inexperienced ones who, if they look to teaching as a career, are more or less consciously training for city school positions; or they are the less competent ones who are content with the smaller salaries and shorter terms fixed by district sentiment. In either respect the term of service of any one teacher is short in a particular school, migration is the rule and continuity of service and neighborhood influence are curtailed. Among the country school's handicap, the most serious, perhaps, is the following of a curriculum of lessons and exercises, in no sense arising from the community's needs, or the pupils', but the traditional program first developed in the city where a somewhat exacting policy of gradation and classification was possible. Stories read have been stories of city life and characters, not of the soil and its incident achievements. The literature of nature has received less attention than it deserves. Constructive exercises, if found in the rural schools at all, copied the mechanics of the factory and the shop. In economics, the lessons had regard to the city office, not to the farm budget. Any study of civics or the institutional life drew its material from citizenship responsibilities and privileges and prohibitions found in centers of pop-

ulation. If not merely descriptive and political, the geography has been the geography of consumption and exchange rather than production. The teachers, themselves, have mostly been trained with this urban bias. The teaching could not be other than it has been. The story has been told in the past tense. As a matter of fact the condition, throughout the country, remains much the same. A Pennsylvanian recounts the return of Columbus to America. He landed in the Quaker State. With much gusto he was shown the great city and its wonders. Upon a tour of the State he was called to admire the net-work of railroads, the mines, the immense factories and the distributed riches. Nothing of it all seemed to impress him. On the way, however, they came to a country school and Columbus was at once alert. "That's it, that's it," he said, "just as it was when I was here before." Maybe it is a bit exaggerated as stories are likely to be, but the meaning is clear. Even in progressive sections and states, the rural schools have not kept pace with their development in other important respects. Miss Charl O. Williams, President of the National Education Association, says "when the average has been struck for the nation it has been estimated that the country boy or girl has just about one-half the chance to become educated as the city child has." Here is the crucial next problem for our school administration,—enlarged facilities and opportunities, an adequate equipment and support, longer terms and better salaries that will invite better prepared teachers and teachers trained for country service who will align themselves with the community life, a permanent element of the one neighborhood, studying and seeking to solve its problems and identified with them. To accomplish some such purposes it is evident some way must be found.

R. G. B.



**S**ECONDARY education in California has indeed, developed most remarkably in the last few years. One of the factors making for this development is the annual convention of High School Principals

#### HIGH SCHOOL CONVENTIONS

provided for by law. The recent meeting of Principals of secondary schools at Pasadena was significant in the results achieved. Commissioner Olney planned and carried to successful conclusion a program comprehending a series of splendid addresses in one session each day followed by a series of Round Table discussions the second session. Prominent among the speakers at these general meetings were Governor William D. Stephens, State Superintendent Will C. Wood, Dr. Alexis F. Lange, President James A. Blaisdell of Pomona College, Hon. Chester H. Rowell and other leaders in the State. The sections or Round Tables covered the work of the junior high schools, the rural schools, town schools, city schools and junior college. The discussions and conferences following such meetings were participated in by a large number of principals. Altogether the meeting was a decided success.

In this connection, and considering the development of high school work in the State, may be mentioned the meetings of the High School Teachers' Association to be held in conjunction with the Summer Sessions of the University of California, at the Southern Branch of the University in Los Angeles July 17, 18, 19, and at Berkeley July 19, 20, 21. Supt. H. M. Rebok of Santa Monica, as president of the Association, has planned a forward-looking program which will involve a detailed and concrete study of the purposes and objectives of secondary education. There is in prospect the formation of a Committee of 15 representing state-wide interests. This committee will study the

problems of secondary education with a view to determining these purposes and objectives. The findings of this committee are ultimately to appear in the form of a report which it is hoped, may be of great value in shaping future courses of study.

Every high school teacher in the State is asked to become a member of the Association and through the contribution of a \$1.00 membership fee, and, wherever possible, a participation in conferences and especially in the meetings at Los Angeles and Berkeley, add to the value of the work. Already large numbers of high school teachers have joined the Association, the fees and names reaching the office of the Executive Secretary of the California Council of Education through the various principals of the high schools. President Rebok is at work upon a splendid program to be presented at the coming annual meetings. With the California Principals' Convention, the High School Teachers' Association and all individuals and organizations interested working in harmony, indications point to far-reaching results and to an epic-making report by the Committee of 15. A. H. C.

**R**ECENT notice in certain newspapers of the findings of a survey of moral conditions among the students of Chicago high schools is attracting more condemnation than the facts deserve. Students using

**HIGH SCHOOL MORALS** their cars to reach the school, joy rides after school and late at night, indiscriminate dancing and unchaperoned parties, acknowledged immoralities and a cabaret life, are bad enough in all conscience, and the report may be accurate in the particular instance, but at its worst the infractions of decency and correct behavior concern a relatively small proportion of the thousands of youth and justify condemnation of the

school no more than of society, and the home, in particular. Almost certainly, the limousines belong to the parents; and if there were not the unregulated dance halls and jazz cabarets, most of such temptations noted would be removed. Whether the evil is most to be laid at the door of the home or of the public may not be determined; but the one is surely responsible for its beginning and allowance, and its tacit, if not positive encouragement to the other. Nobody can rightfully suppose that the school, any school, consciously either countenances, much less encourages, such irregularities of behavior among their students. The implication that they do is monstrous. All this is not to say that there are no offenses among youth, either in, or out of school. But in both groups the careful ones incalculably outnumber the careless, the wayward, the wrong-headed, and the indifferent even. The morals and aspirations of the school community are much the same as for the larger community, of which it is a part. The writer's first-hand acquaintance with high schools and their inclusive communities, leads to the conviction that the student life tends to moral soundness, as it does to intellectual stimulation; that being, in practice, a selected class with more than the average purposefulness, conventional right behavior is more regarded; and that, in school and college, the ethical level of living is relatively high as compared with those of non-school groups. Reform where reform is needed, within academic walls or outside; but wholesale condemnation is neither wise nor improving. If a dozen ministers and deacons go wrong, one does not sensibly condemn the church as a safe conserving institution. One physician guilty of malpractice does not damn the pursuit of medicine. No more does the defection of a score of students out of thousands mean the rottenness of the entire institution. What is wanted is more

praise and less blame, and the barring of vicious social conditions. R. G. B.

**T**OO late for reference along with Mr. Cloud's comprehensive study of the Junior High School published in the April issue of this magazine comes to the editor's desk an extended report in the Kansas

**THE JUNIOR HIGH SCHOOL** Teacher, of these institutions in that state. In 1920, there

were 19 of them; today there are 40. Illustrations of ten of the buildings are shown — imposing structures, housing hundreds of students and representing great investment. Beside a general descriptive article and an administrative study, there are nine contributions from principals or superintendents giving results of actual experience in as many systems, and practically unanimous in their approval. One considers the "weak spots" in the 7-8-9 organization and expresses a conviction that pupils, in the ninth grade, even, are too young to elect what courses they should take; that they are not ready, by attainment or maturity, for certain courses, as a modern foreign language; that they are too young to have deciding choice of vocations; that type-writing and stenography are inconsistent with the purpose of elementary education. He urges the consolidation of the Sixth, Seventh and Eighth grades under the departmental plan with a distinctly general and cultural, along with an informational course of training.

**F**OR these three upper elementary years there is recommended a course to include English language and literature—reading from suitable classics, fiction, biography, geography, travel and current events; a background of American history and civics; everyday arithmetic; practical health lessons; or-

**COURSE  
OF STUDY  
SUGGESTED**

ganized play; music; some work with a decided bearing upon the child's home life—sewing for the girls and the handling of simple tools for boys; and a purposeful emphasis upon the fundamentals of knowledge and culture, leaving the matter of election in courses and preparation for vocations to the high schools.

All of which is interesting as an ideal. But it is a "condition and not a theory" which the schools face. Thousands of youths at 15 or 16 years of age feel a real or imagined urge to get into wage-earning employment. Those who must leave school, without elementary, more or less specific occupational training, are likely to find themselves shunted into blind-alley, non-promotive, occupational jobs and resting under a needless economic handicap. Those who may proceed to further study are, whatever the purposes for the future, immensely advantaged for either learning or labor, by a systematic induction into more practical, constructive and managerial affairs—doing, making and planning after the standards of the economic and social life to which they are destined. Moreover, much of what is here called informational and cultural may be achieved by the gains in time and correlations of exercises, for which the junior high school organization provides, as the traditional grammar grade classification does not. Experience shows that it does many students for the ninth grade good, who would otherwise end their school days at or before the end of the elementary school. By the manifold constructive exercises, now possible, and intelligent occupational information and guidance others are rescued from the list of mere job-holders to enter more remunerative careers. By 15 or 16 years of age, a boy may have so far advanced in some industrial line as to cut appreciably the term of his apprenticeship. Further, if but one-fourth of his time for these three years be given to occupational studies

there is available to the boy more time than is now, or has been, given to the cultural and informational studies suggested. One may agree with the objector as to the sanity of his course and yet dissent from his strictures on the Junior High School.  
R. G. B.

**I**N California, as in most states, three political units share in the financial responsibility of maintaining the public schools; the locality, the county and the state. For certain purposes, a fourth, the nation, is being recognized as having an interest in the results of education, everywhere within its borders.

### SCHOOL SUPPORT

The conception that schooling is an affair of the community, only, or even mainly, has, in most states, already given way to the belief that some larger unit, whether it be political or commercial, is concerned to know that every included community makes contribution to the general intelligence and efficiency of the whole. So the county is nowhere, any longer, held responsible for the entire support of schools; for the reason that the state is thought to be strong according to the economic and civic and moral efficiency of the body of its people. It would seem that all three factors should share in the effort at making good citizens of the State, in harmony with these needs.

**W**HILE the schools of California receive considerable sums for their support from the State, the main responsibility rests, yet, with the locality, either the county or the district. The

### HOW IT WORKS OUT

The State provides nearly 30 per cent of the revenue; the counties 45 per cent, and the local district more than one fourth of the whole. It is evident that there can be no equalizing of school opportunities until the State assumes a larger share. This.

for the elementary school. For the support of secondary schools, the percentages from the three sources are 8.6, 37, and 54.4, respectively. The State, it will be seen, does relatively little for the upper division.

When there are considered the striking inequalities in the resources for taxation (greater in a mountain-valley state, such as ours), the unwisdom of imposing so great a responsibility for the support of schools upon the locality, becomes apparent. Little Orange County has nearly \$400,000 assessed property valuation per teacher; Nevada, less than \$100,000. Financially, Alameda County is but half as able to support her schools as is San Francisco County. Sacramento County is twice as able as Sonoma. The financial ability (for schools), as shown by the assessed valuation of San Francisco, Los Angeles, Orange, Kern and Sutter counties, is almost exactly the same as that for sixteen farming and rural counties. The remedy lies, of course, in a more equitable distribution of support based on taxable property values; that "a revenue from all the property of the State shall be made available for the education of all the children of the State."

R. G. B.

**T**HE Branch headquarters of the California Teachers' Association, long planned for the South, is to be opened in Los Angeles in the immedi-

ate future, it is hoped before this magazine is in the hands

## OFFICES IN LOS ANGELES

of our readers. The office of the Southern Section likewise will

be opened at the same time and place. As stated in our last issue, Mr. F. L. Thurston, for the past two years Secretary of the Southern Section, is now full-time Secretary and will devote all his energy to the work of the section. Offices have been secured in the Loew-State Building, corner 7th and Broadway, Los Angeles, for headquarters both for the State and section. This is a most fortunate arrangement. Here the Executive Secretary of the C. T. A. or member of his staff may be found from time to time. The many details arising constantly require the attention of a member of the State office to be much more in Southern California than has been possible heretofore. With such a branch headquarters we can better care for advertising in that section and circulation details for the Sierra Educational News can be more readily adjusted. With the development of the Registration and Placement Bureau, the Southern office will be in a position to handle the demands imposed by the eight southern counties. Through co-operation of the State activities and those distinctly of the Southern Section the work of each may be carried on more economically and efficiently than could be the case were each working aside and apart from the other.

A. H. C.

## Coming Meetings

**T**HE N. E. A. Convention will be held this year in Boston, July 2 to 8 inclusive. There is an especially strong and attractive program in preparation under the general direction of the president, Miss Charl O. Williams. Delegates are now being named. It is to be hoped that California and the Pacific Coast will be adequately represented.

The California High School Teachers' Association will hold two meetings in July—one at the Southern Branch, University of California, Los Angeles, July 17, 18, 19; the other at Berkeley, July 19, 20, 21. President Horace M. Rebok has laid out a comprehensive line of study on the purposes and objectives of secondary education. He will appoint a committee of 15 in whose study and final report every one of the 6963 high school teachers in the State will be interested. Send membership fee of \$1.00 to this office at once.



## THE BOOKMAN'S PLACE IN OUR EDUCATIONAL SYSTEM

HENRY S. HARTZOG, St. Louis, Mo.

Representative of J. B. Lippincott Company

*I*N our May, 1921, issue there appeared under the caption, "Out of the Sample Case," the address given by Mr. Luther Hardaway before the Publishers' dinner during the meeting of the Department of Superintendence at Atlantic City.

We print in this issue address given by Mr. Henry S. Hartzog before the annual banquet of the Publishers at Chicago, February 28 last, during the recent Superintendents' Convention. Mr. Hartzog represents the J. B. Lippincott Company. Splendid as this address is, it loses something in the printing both in the oratorical effects and in the sparkling wit and keen philosophy of the speaker.

The whole program was so valuable that we regret space does not permit us to include the other addresses and discussions presented at the regular afternoon session and at the dinner. It is our intention to publish each year one of the addresses given at this Publishers meeting. By reference to our last May issue, page 107, a more complete statement of the origin and work of the Publishers' section will be found.

Our thanks are due Mr. Hartzog for permission to use his splendid address.

ARTHUR H. CHAMBERLAIN.

Mr. Toastmaster and Fellow Bookmen:

**I**T is not my purpose tonight to place radiant halos around the heads of bookmen.

Some of us would not look quite natural wearing halos. No apology is necessary for being a traveling salesman. Any man who has a wife and six children can find seven good commercial reasons for selling textbooks. Salesmanship is an honorable business and the man who wants to make a life as well as a living will find more satisfaction in selling Francis Bacon than breakfast bacon.

While the selling of textbooks is a respectable vocation it is not an ancient one. We search the old classics in vain for eulogies on the bookman. The bookman is one of the shining products of the twentieth century. He arrived here after the invention of gas. Mark Twain dimly foreshadowed some of the characteristics of the modern bookman in his description of a talkative woman:

"The fountains of the great deep were broken up and she rained the nine parts of speech forty days and forty nights, metaphorically speaking, and buried us under a desolating deluge of trivial gossip that left not a crag or pinnacle of rejoinder projecting above the tossing waste of dislocated grammar and decomposed pronunciation."

#### The Bookman

Before attempting to define the bookman's place in our educational system let us drive down a few pegs to get the general directions. First of all, What is a Bookman?

The bookman is something more than a business man and something less than a professional man—and the line of demarcation is so exquisitely graduated that you can scarce tell where the one ends and the other begins. He is a man of books and business. In his soul there is a mystic mingling of grace and greenbacks. He is a practical idealist with his feet on the clods and his lofty brow among the stars.

Practically all the bookmen are reformed school teachers, and hold diplomas and degrees from reputable universities. Their scholarship has been vitalized by travel and their sympathies broadened by contact with the throbbing world.

All the bookmen are white, literally and figuratively, and all of them are unadulterated Americans without fear and without reproach.

Some of the bookmen are bookwomen, and I say God bless these "slender crescents of human moonlight" who are imparting a spirit of delicacy and refinement to our jobs.

Far be from me, Mr. Toastmaster, to indulge in snobbish or invidious comparisons, but simple justice to a body of noble toilers whose place in our educational system is not fully appreciated, impels me to say that the bookmen of America will measure up favorably with any other body of men, either laymen or professional, in character, in patriotism and general intelligence. Silver and gold have they none, but they belong to the aristocracy of brains and character.



Our fraternity is small and exclusive. There are not more than seven hundred bookmen in the United States, but like Gideon's little band at the well of Harod, they have blown their trumpets and made a great noise; and they have broken their pitchers and diffused a great light, and have smitten hip and thigh the Midianites of ignorance.

#### The School System

Let us now drive down a little peg in our educational system. We stand with admiration before the stately buildings provided for the American school children and we marvel at the varied splendors of the physical equipment. We look with the profoundest respect upon the specially trained teachers and the stalwart, forceful superintendents who are directing the complex activities of the school systems; but let us not forget that a large percentage of the instructors in the class rooms are inexperienced and immature boys and girls. Some of the boys, I am sorry to say, have sheepskins in their pockets and sheepskins on their shoulders, and some of the girls, I am sorry to say, are teaching a few years only to bridge the chasm between commencement day and matrimony.

Obviously, the young teachers would flounder about hopelessly without good textbooks that will develop the course of study in an orderly, attractive manner. Take away the textbooks and most of the teachers would be as helpless as a carpenter without tools. A good textbook stands next in importance to a good teacher, and the weaker the teacher the stronger should be the textbook.

It is the function of the bookman to get the teachers acquainted with the latest and best textbooks. He is taking nourishment to the very taproots of our educational system. He is selling something more than paper and binding. He is getting the teacher into sympathetic companionship with the brains and experiences of notable authors. There are seven hundred thousand teachers in America and only seven hundred bookmen. The bookmen have not yet seen all the teachers and this explains why some schools are still using worthless, antiquated texts.

#### A Journey With the Bookman

Suppose that we take a little journey with the bookman to get a close up view of his activities. It is with regret that I refer to the traveling feature of his work, for that brings up to the mind the reminiscent odors and the billious menus of the town hotel; even when

the hotels are clean and modern traveling is a synonym for tribulation.

The most palatial hotel in America with its marble lobby, and lazy chairs, and glittering chandelier; with its cozy rooms decorated with Sarouk rugs on the floor and Corots on the wall; with its spacious dining room where the dainties of Lucullus are served by saccharine waitresses—all these things are but a sorry substitute for the greens and bacon that the bookman eats at the fireside of his humble cottage.

Please do not understand that I am knocking the hotels for I would pay them a compliment. During the war when Mr. Hoover sent out word asking the people to reduce portions to save food, the American hotel keepers responded with an alacrity, with an enthusiasm, and a spirit of unanimity that no other class of citizens showed, and since the war the fires of patriotism continue to burn, for they have kept the prices up and the portions down.

#### The Smile

The bookman on his journey into the field is always equipped with a smile and a sample case. Let us consider each one separately.

That smile is the index to the pages of a friendly heart. The bookman enters the office of the superintendent with the friendliest of feelings because he wants the good will of the superintendent. The bookman brings with him showers of blessings and good advice. The average bookman has traveled widely among the schools. He has felt the cool, refreshing breezes that sweep through the hallways and he knows something of the smoldering fires in the basement. He has picked up a disjointed collection of plans and methods for the improvement of schools; and he is loaded to the guards with a cargo of news items that would never find their way into the columns of the school journal. As I have said, his one consuming desire is to be polite and helpful. Information oozes out of him "like the otter of roses out of the otter."

In botany we learn that there are certain unattractive bugs whose chief function is to carry pollen from one plant to another. When the pollen is deposited the flowers develop and seeds are formed and we admire the petals which expand in that glorious trinity of form, color and fragrance. The sentimentalist loves the flower and the philosopher remembers the humble work of the bug. There is something like this in the bookman's work, as he carries pollen from one school to another. All of us, Mr. Toastmaster, are peripatetic pollenizers.

### The Sample Case

The bookman's smile is but a prelude to the bookman's sample case. The sample case brings the high brow salesman into contact with the high brow purchaser. Most of the bookmen have learned the difference between time and eternity and they have acquired the art of sketching the outlines of a book in a few bold strokes. Why should a busy superintendent read laboriously all the pages in a text when a bookman can give him the salient features in a few minutes' presentation? One function of the bookman is to save the time of the superintendent. This does not debar the superintendent from making an exhaustive study of the texts that seem interesting, but it saves him the drudgery of reading a great many books in order to find the particular type or treatment that he wants.

Textbooks reflect the drift of educational sentiment. A change in educational theory or practice gets an immediate response in the production of new textbooks and wherever you find a progressive schoolman who is trying to keep step and elbow touch with the march of progress he is anxious to hear the bookmen.

In many cases the bookman has imbibed his talking points directly from the author of the book, and he passes on to the teacher capsules of theory and tablets of pedagogy that are worth their weight in gold.

The bookman does not stand over the superintendent with pen in hand urging him to sign on the dotted line at the conclusion of the interview. The bookman is not a book agent. Selling Shakespeare is not at all like selling sardines. The bookman is always logical, the book agent is sometimes zoological. The bookman talks to make permanent impressions, for he knows that his amiable competitor is close on his heels.

### The Competitor

And sure enough, Mr. Toastmaster, the competitor is on hand the next day with his smile and his sample case. The superintendent is not permitted to draw conclusions from *ex parte* testimony.

When a new textbook is launched on the market every competing agent gets a copy and applies his microscope. No physician ever examined a rich and credulous patient with more particularity than a bookman examines the book of a live competitor—I say live competitor, for some books are born dead, others fade away in infancy and many of them die after a slow lingering crucifixion. The bookman examines the book to locate brain lesions and

creeping paralysis; he probes the interior for dyspeptic conditions; and tries all the parts to determine whether they correlate, function and motivate in healthful harmony.

When the bookman finds an error in a competitor's book does he go out in a spirit of sorrow and on bended knees pray for the wicked soul of the publisher who put the crippled and deformed text on the market? No indeed, he chuckles with delight and spreads the scandalous news far and wide.

Mr. Toastmaster, "Tell it not in Gath and publish it not in the streets of Ascalon lest the daughters of the Philistines rejoice." Many years ago one of my hypercritical competitors found a very minute and inconsequential error in one of the superb books published by my concern, and we had to make a correction.

The relentless and persistent criticisms of the bookmen in the field make it necessary for the publishers to take infinite pains in the preparation and publication of new texts, and these criticisms force the publishers from time to time to revise their books. As a result of this open competitive system our schools have an extraordinarily high standard for textbooks and the textbooks are growing better all the time. In the language of Dr. Winship: "There has been no improvement in great works of fiction, in great poems, or in great essays in half a century, but American school books have improved marvellously, almost miraculously. Nowhere in the world have they improved as in the United States. There is not a nation on earth in which the school books approach even faintly those of America."

Dr. Winship's estimate of American books is correct and it is only fair to add that a generous share of the credit should be given to the bookmen in the field.

### Closed Adoptions

In a few quarters it is the practice for the committees to select books behind closed doors without giving the bookmen a chance to present their arguments. One result of this plan is that the publisher never learns the specific errors discovered by the members of the committee and therefore have no data on which to base the revision of their books. If agents were excluded everywhere and books scored and adopted by secret committees there would be rather slow improvement in our textbooks. That is practically the system in many foreign countries where the modern bookmen and the open competitive system do not exist. The result is that European school books are inferior to ours in typography, in contents and

in arrangement. The closed adoption plan is European in origin and spirit. The open competitive system is strictly American.

### Three Famous School Books

If I were called upon to name the three school books which have had the widest and longest vogue I would specify Euclid's Elements, Caesar's Commentaries, and Shakespeare's Plays. These books have an enduring popularity in spite of their defects. Many of Euclid's propositions are too long and are badly jumbled. Caesar gave no attention to the grading of his book; and as for Shakespeare, many of his plays as originally written are unfit to be read in mixed classes.

My suggestion may sound like facetious railery, but don't you think that both publishers and teachers would have been saved many hours of worry if there had been a live bookman in ancient Greece to urge Euclid to make his book conform to the report of the Committee of Ten; and another in Rome to warn Caesar that his book would certainly not sell down in Missouri if he left unrevised that long passage about building the bridge over the Rhine; and another in England to take Shakespeare out back of the theater and to notify him positively that he must cut out all slangy and salacious matter.

### The Bookman's Place, Present and Future

Mr. Toastmaster, I have tried to outline some of the work that the bookman is doing for the upbuilding of our school system. His work is not very conspicuous but everything considered it is a very useful work and is of a fundamental nature. He is doing a work that cannot be done by any other agency. We have normal schools for the improvement of the teachers. Good textbooks stand next in importance to good teachers, and these textbooks are being improved by the open competitive system of the bookmen in the field. The normals are improving the teachers, and the bookmen are improving the textbooks. That is the situation in a nutshell. All of us are working for the improvement of the children.

I am persuaded that the bookman has a place of growing importance in our educational system. The future is bright. In the language of the sophomore, "The outlook is rosy and that immortal bird whose cackling saved Rome is suspended at an altitude hitherto unknown in my existence."

Our schools have made tremendous strides during the past decade, and the end is not yet. All around us we behold the signs of the coming educational revival. It is tipping our mountains with light and glory; it is spreading a

greener verdure over the broad plains, and is rustling to the sweetest music the leaves of the forest.

The most masterful minds of the nation are now going into the public school service. The superintendent of today is a very different character from the superintendent of twenty years ago. He has larger responsibilities and a broader vision than his predecessor. He cannot be approached with a line of book arguments that won business twenty years ago. The bookmen have grown with the superintendents. And the end is not yet. If the honored publishers who are here will pardon me for giving a little gratuitous advice it would be this: If you want your representatives in the field to meet the strong superintendents of the future on a plane of educational and social equality secure the services of the best men in America regardless of salary.

### An Ideal

If the bookman has a place in our educational system it is right that we should formulate an ideal that will include the bookmen. Here is mine: I would like to see in every community a school building whose lines of grace and strength would make it an architectural expression of parental love and whose modern conveniences would make it a factory for American manhood.

In this scholar palace I would have every healthy child ten months in the year and would have the crushing penalty of the law fall on the wretched head of that father who, esteeming cash above character, would block the pathway from his own home to the school.

In charge of the children I would have enthusiastic and efficient teachers, the tenure of office depending upon conscientious work, and would have them paid salaries that would catch and hold and glorify the learned men of the nation.

In charge of the teachers I would have boards of directors free from every taint of fraud, foolishness and favoritism, and men surcharged with the spirit of public service.

In the schools I would have textbooks whose typography represent the best efforts of the printer's art, and whose contents represent the noblest flights of the human mind, and I would have these books selected solely upon the basis of merit.

And around these schools I would have the great throbbing masses united on this sentiment: Life is too short for anything but the best, and even the best is not too good for the American children.



## BETTER CITIZENSHIP

C. E. HUDSPETH, Principal Washington School, Oakland

SCHOOL people everywhere are vastly interested in citizenship. In fact, today's citizenship has developed to its present standards because of the training given in the schools. However, the late war has shown conclusively that citizenship stands yet very low as certain standards show.

Henry Drummond once said, "If I can do any good to any human being, let me do it now. Let me not delay it nor defer it for I shall not pass this way again."

My conscience can be satisfied only by speaking and outlining specific action which would raise to a higher level public support toward doing its particular share of building up the citizens of its nation.

The government of the United States through the Smith-Hughes bill is giving direct help to the school systems of each state under certain requirements, and a bill is before Congress to secure a national head to the schools of the nation under the leadership of a Secretary of Education in the President's Cabinet.

Public support has made our school systems what they are. Public taxation, equalized, and distribution of funds provides teachers and equipment. Public support in the great American nation stands for high ideal, sympathy and co-operation on the part of the citizens in general.

Mothers' Clubs came to the rescue and have added motherly strength and devotion to the work of bettering all conditions which concern the children of the land. They long have realized a position of trust and responsibility and by their example, as they have given courage and devotion to the cause, so the fathers should with equal dignity enter into that great undertaking of definite organization and work giving their strength and support to the movement of betterment of their sons and the sons of others.

At the Washington School, about 13 years have passed since the first Mothers' Club, or Parent-Teachers' Association, in Oakland, California, was organized, and during all these years there has been a constant desire on its part to work in harmony with the school. There has been constant disposition to assist in raising the standard of the school so far as co-operation could give its influence and I am very proud to acknowledge the strength of character and good will set forth and, furthermore, I commend highly the honest devotion

which has prompted the mothers to give their time and energy and loyalty. I fully appreciate the material gifts to the school secured through the efforts of the Mothers' Club. Such things as establishment of Kindergarten, playground apparatus, books, stereopticon lantern, moving picture machine, Neostyle for notices to parents, have all been of inestimable value. I have no purpose here to influence against the continuance of the work of the Parent-Teachers' Association. I would oppose any determination to make this association non-operative; I would rather encourage them, add to their interests and add to their number.

Fathers' Clubs or Associations working as separate organizations under affiliation with the National Parent-Teachers' Association and meeting occasionally with the P. T. A. of each school are the necessary essential organizations whose aims and purposes are likewise to work for the advancement of the interests of the boys and girls of each school and community.

Such an association has recently been organized at the Washington School. Definite constitution and by-laws have been formulated and are now under working orders. Standing committees have been appointed to look after Membership, Publicity, School Grounds, Entertainment, Education, and Boys' Work, and under these heads and in co-operation with the P. T. A. there is every reason to anticipate a new quality of support that will eventually be understood and felt by every student of the school.

To the women in the P.-T. A. and the men in the Fathers' Association I want to give commendation. I can see a new interest and effort to serve society, each member doing his share to fill the pressing needs, not the impractical, not the theoretical, but the practical, useful needs. I see a new value given to public service which will find its way into the real life of the community and into the lives of the children.

To those who have faith in themselves and a high respect for the rights of others, there will come a sense of responsibility to serve society. Many women and men who already view their professions as opportunities to serve society will come forward and enter into the work of advancing citizenship through the organizations in the public schools. With its enthusiasm, its teamwork and its determination there will come greater understanding of the

aims and purposes of the school, themselves, and a better citizenship will be the result.

Whether you are for or against this plan, you must agree with me that fathers as a rule should be more interested in their sons during their leisure time, if the schools shall stand for the highest ideals and produce men and women of strength of character, advanced scholarship, and practical ability to go forth as the caretakers of our nation. You may feel that the success of the American school lies entirely with the efforts of the classroom teacher. This is a most essential characteristic but in the new school, there are other equally important features: We must have supervision and administrative officials, and we must have the good will of both father and mother, whose association make integral parts of the educational system of the country.

The illiteracy of thousands of American youth, the poor physical standard of thousands more and various other deficiencies will be safeguarded when the American parents take a more active part in serving the needs of the children of the communities through the American schools.

Men who have bettered business conditions and have succeeded as business managers can and will assist; they have had like experience, they are hardy, energetic, and worthy. Fathers only need to be appealed to, they need to have a complete understanding of the purposes of the school, the condition under which they are working, the obstacles to overcome and the object to be attained by organizations particularly interested in the community. As a result, an attempt will be made to satisfy all needs by definite organizations and better citizenship will result.

Any information concerning the new Community Service movement particularly planned to work in close harmony with the schools, may be had by addressing the writer, Washington School, Oakland, California.

### TECHNICAL EDUCATION

Technical education is the personal equipment which enables a man to do his allotted task in the best possible manner, in the shortest possible time, with the least possible waste of materials. The success of any endeavor rests back on "knowing how," whether the effort be exerted to produce a coat, a loaf of bread, a sermon, or a painting. It is because we don't know how in so many cases, that business fumbles the ball; industry gets off-side and is penalized, and the game gets a

temporary setback. As we increase the number of men who have accurate knowledge and develop their power to use that knowledge for constructive effort, we build prosperity upon the Rock. As long as there are multitudes of men and women with half-knowledge, ineptitude in the task, wills that are rotten with time-serving, and emotions that reek of disloyalty, prosperity is resting upon sand.

The nation's need is not more legislation, more system, more programs, more boards and bureaus, but better trained, sounder-thinking, broader-motived men.—Roger W. Babson.

### JOSEPH FRANCIS DANIELS—AN APPRECIATION

MISS MARY L. MCKINLEY, Santa Monica

It was my good fortune for one summer, to be a member of the group of Summer School students at the Riverside Public Library.

Mr. Daniels, to use an old phrase, advisedly, was its presiding genius. His personality was everywhere; one felt it in the Library, in the department of the School, and one grew to recognize that this brilliant personality extended its influence to the town and community. He was a book-man in the largest sense—even the dullest of the pupils, the most inexperienced and youthful person felt that he was privileged in meeting a great man—in the book world. His flashing, brilliant intellect was at the service of the school. One must live a short time, having been a pupil of that school, to realize how very helpful his searching questions were. I remember well my own embarrassment at not recalling the exact date of the printing of the first English book. That date of all dates—important to the English speaking world; and how trivial in comparison were the minor dates. The love of books, the intelligent appreciation of the great literatures of the world to him, were the important parts of Library work. To be above the average, was his appeal to the classes in the Library School—"The dead level of Standardized Mediocrity" was one of his sayings, to denote a certain intellectual impasse.

It was the habit of the students to remember these sayings, any one of which might be a suggestive slogan, so full was it ever of philosophy and wisdom. His delightful sense of humor made any hour which he gave his students a delight, and effectively carried home the truth he had in mind.

To have lived as did Joseph Francis Daniels, an inspiration to the community, is to have lived so that "Life is worth while."



# MEETING CALIFORNIA COUNCIL

## ANNUAL REPORT TO THE COUNCIL OF EDUCATION

E. MORRIS COX, President

IT IS customary, at the annual meeting of the representatives of the California Teachers' Association, for the President to make a report on the activities of the Association during the year. At this time there is much to be said regarding the work of our Association since our last meeting in April. But most of what might be said has already become well known to the members of this Association, or will come before you in special reports from other officials and through committee reports.

During the nine years I have been president of the Association there have been opportunities to observe how the interests of our Association can be best furthered, and it seems appropriate that, before the direction of the activities of this Association shall be turned over to my successor, I record some observations I have made in this matter.

### Relation of the Association to Local Organizations

At the time of incorporation of the California Teachers' Association in 1910 there were not many city or county organizations of teachers and many of those that did exist at that time were not active in these matters which this Association finds it its duty to undertake. So far as the internal working of our organization is concerned I know of nothing that to me seems so vital at this time as that of creating a closer co-operation and co-ordination of the work of the local organizations with that of the various sections and of this representative body. Through such a plan the activities of the State Association can be spread to the remotest parts of this great commonwealth. Most of our sections have made a distinct advance already along these lines. Through the county institute organizations or through city and county teacher organizations our sections are already carrying on much of their work. The time is ripe for the extension of such plans.

### Legislative Activities

There has been great success attending the legislative activities of the California Teachers' Association. Without exception we have had a cordial and friendly response from the legislatures of this state, and when it has been necessary for us to appeal directly to the people we have been met with a most cordial reception. Too often members of our Association hold a wrong conception regarding how legislation is secured. Too often our members have been inclined to think that all that is necessary is to make our demands on the legislature. Too often teachers think that demands upon boards of education, city councils, boards of supervisors and other representative bodies need only to be made in order to have them complied with. The Legislative Committee of the California Teachers' Association has never held such views.

The real friends of education who have done the most for us in the legislature and in other official bodies are men and women who do not do things upon demand. They are the type of solid, substantial, honest citizens who do things only because they believe they are right. Nearly everything that we have secured in the way of legislation was secured because our work was well done before the legislature met; that a majority of the legislators and a majority of the people were for our cause even before the matter was brought before the legislature. In my opinion it must continue to be so. The will of the people in reference to educational matters will be the will of the honest, thoughtful, patriotic citizens who believe in things and do things because they are right and not because they are demanded by any person or organization of persons. We have been fortunate in California in having in positions of authority large numbers of the type of citizens to which I have referred. We can be successful only insofar as we have the co-operation and good will and support of such citizens.

We are now in the period of reconstruction. Business is undergoing reconstruction. Finances, transportation, trade are being readjusted. During such a time every institution that depends upon public revenues faces a critical situation. Such institutions will prosper only insofar as they command the public confidence so strongly as to protect them against disaster. Only insofar as we can command that confidence will the school revenues be adequately maintained. This is, therefore, a time when it is necessary for us to keep calm but courageous; to be thoroughly reasonable and free from malice. Teachers' salaries are under attack. The facts of the case are all on our side. Even under the very liberal advances that have come to us in California, three to four years behind the increase in the cost of living, these advances are now only equal to the excess in the cost of living as compared with that of six years ago. It is incumbent upon us to put forth every proper effort to continue to command the public confidence as we have in the past. Only by so doing can adequate salary schedules be maintained. This public confidence will continue only as our preparation for our work and our efficient application to our tasks command this confidence. In no case can we serve educational interests by political manipulation and intrigue.

### Salaried Officials

There is a growing sentiment among the educational organizations of this country in favor of salaried officials in charge of the work of teachers' organizations. Undoubtedly there is much work that must be so done. Whenever a national, state or local organization develops

a membership running into many thousands there is a piece of work in each such organization that must be done by someone who devotes his whole time to the activities of the organization. I wish to urge at this time, however, that the teachers' organizations in California shall not lose sight of the fact that paid officials cannot do the work of an association in its relation to the public; nor can they properly do the work of the Association as to policy making. There has been a growing attitude on the part of members of this council against giving sufficient of their time and money, if need be, to the work of the council. Any further growth of such spirit will be disastrous. If teachers are not willing to give liberally of their time and if need be of money in the way of expenses, to carry on the work of this and other teacher organizations, the work will not prosper. What I have to say is in no way a criticism of the employment of paid secretaries in charge of our large organizations. I believe such steps are imperative, but if there is any growth of the idea that such officials will re-

lieve the rest of us of our share of responsibility in the activities of the Association it should be eliminated immediately.

In stating to you at this time that my obligations elsewhere make it impossible for me to again consider continuing in the presidency of this Association, I hope no one will think that I am presumptuous and unmindful of the great honor that you have conferred upon me and of the honor conferred upon anyone who may be chosen as president of this body. To my mind there is no greater educational honor in the state and I am sure that no one exceeds me in his desire to serve the interests of teachers. My personal situation, however, is such that other obligations, too long neglected through the devotion of from thirty to seventy days a year to the work of this organization, must have my attention. So that, in order that there may be no misunderstanding on the part of anyone, I am stating at this time the necessity of my retirement, but with a deep sense of appreciation of your hearty co-operation and unbounded confidence.

## ANNUAL REPORT TO THE COUNCIL OF EDUCATION

ARTHUR H. CHAMBERLAIN, Executive Secretary

**T**HE Executive Secretary at this time begs to submit his annual report for the calendar year 1921, together with statement of the financial condition as of December 31, 1921.

To call your attention in detail to the results of the year's work of the California Teachers' Association is as unnecessary as it is impossible. It is entirely fitting, however, that I review briefly the accomplishments of this organization, and draw special attention to three or four of our major activities, and offer certain recommendations for future effort and needed achievement. The endeavor will be to point out briefly some of our possibilities and limitations and make suggestions on the improvement of the service.

The growth of the Association numerically from a membership in 1920 of 10,870 to a total membership in 1921 of 14,012 shows an increase of nearly 29 per cent. The total volume of business transacted as reflected in our income was in 1920, \$30,540.25; in 1921 it was \$38,909.39, an increase of over 27 per cent.

The chief asset of the C. T. A. is its membership. There is in no state in the Union a body of teachers better prepared for their work or more professionally minded than are the teachers of California. That there are as members of the C. T. A. so large a proportion of the teachers of the state is most gratifying and speaks well for the teaching body. Our limited finances have made impossible the maintaining of a Secretary for field duties. A properly directed membership campaign might easily result in an 85 per cent to a 95 per cent membership of all teachers in the state. It is a fact also, as will be shown later in this report, that a greatly increased membership coupled with increased demands upon the office, thus calling for added drains upon our finances, and with no provision made for additional sources of income, would tend to decrease rather than enrich our treasury.

There are in this Council a number of new members—those who are serving for the first time as representatives of the teachers of the state. These may not realize as fully as they will later the demands that are made upon the time, the energy and frequently the purses, even, of Council members. That the California plan of organization has served as the model for state organizations throughout the Nation is due, not alone to the judgment and foresight of those who planned and carried into effect the present form of our Association, but it is due as well to the splendid results achieved during the past dozen years. These results were made possible through the efforts of present members of this Council and of those who served before them. It is entirely fitting that full credit be accorded these men and women who as individuals and as members of committees have made notable contributions. I wish to publicly express to the members of this body my personal appreciation of their unselfish interest in their fellow members and in the schools and children of the state. But for the support, confidence and sympathy of this Council, the work during the past months, of the office I represent, would have been impossible. That there be agreement as to details in policy and methods, is not necessary. There must, however, after full discussion and consideration, be harmony of action on general principles and fundamental issues involving the best interests of the entire state. And there must be willingness to accord, each to the other, an honesty of purpose as to motives inspiring action. Your Secretary wishes the members of this Council to realize that he is fully sensible of the splendid support that has been accorded him. Without such support and confidence on the part of the Council he would not have had courage to continue thus long the campaign for the development of this organization, now only in its beginning, but which,

with unity of action and aggressive leadership, may be carried to a successful conclusion.

It is eminently proper and fitting that I, at this time, too, give expression to my appreciation and in so doing your recognition of the immeasurably valuable service rendered during the past dozen years by President E. Morris Cox. Entirely without compensation and with personal expenditures of considerable sums each year, he has devoted far more time to our organization than even you of the Council can know. Being no respecter of persons and with no personal ambitions to gratify, he has worked single-minded in the interests of the entire state. The results of his clear thought and aggressive action are recorded in many of those advanced legislative measures now upon our Statute Books that make of teaching a profession in California. The teacher has had no better friend than E. Morris Cox and the history of education in California cannot be written without according a large place to his justice, his fearlessness and his vision.

#### Our Legislative Record

As to our legislative accomplishments the President of this Association, has on a previous occasion, made an admirable statement. Superintendent Mark Keppel, Chairman of the Committee on Constitutional Amendment No. 16, has set forth graphically the results of that portion of our legislative accomplishment,—the chief accomplishment in many years. The Superintendent of Public Instruction, in his public utterances has called attention to the work of our Association. In no state is there such perfect understanding and harmony of action between the state school authorities and the voluntary organized teachers as in California, this largely through the dominant personality and educational leadership of Hon. Will C. Wood.

But the splendid results from educational legislation secured at the last and preceding sessions of the Legislature, have been had at no little expenditure of money and personal effort on the part of a considerable number of people. When our Association was weak and ineffective, its members scattered and harmony of action difficult or impossible, each County or City or group of teachers worked independently and frequently at cross-purposes when dealing with the Legislature. Representatives of our profession, when at Sacramento, were frequently looked upon with suspicion and sometimes with antagonism. It seemed necessary to support at the State Capitol an educational lobby as was so frequently done by other special interests. Under the new order with a Council or representative body, a Board of Directors and a Legislative Committee, presumed to speak for the entire teaching force, there developed on the part of the members of the Legislature, a confidence in our profession. A splendid fellowship was soon noticeable. Instead of it being necessary for the representatives of the school forces to hunt out the legislative member and make an appeal for a hearing, the latter would more often seek the educational representative for advice and judgment. The members of our legislative committee made it quite clear that the teaching bodies sought to offer suggestions rather than to coerce or threaten,

and that with only matters of state-wide import brought to the Legislature, these had been carefully scrutinized by all the teachers of the state and came to the Legislature through united action. And if, during the past few years, the educational interests of this state have been dealt with more satisfactorily at the hands of the Legislature than was the case in the past, it is because they have made their appearance at Sacramento at certain opportune times rather than to camp upon the ground during the entire session. With a united and willing membership, it has always been possible to secure concert of action through letters, telegrams or personal assistance in times of emergency.

This Council has no power and should not desire to prevent any person or group from carrying to the Legislature any legitimate proposal. Your Secretary feels, however, that he would be derelict in his duty did he not in this non-legislative year utter a word of warning as to the future. There are turbulent days ahead of us. Here in California, as well as elsewhere throughout the Nation, there is reaction setting in. At succeeding legislative sessions, effort will be directed not alone to prevent the passage of certain of our most desirable measures but to making ineffective some of the provisions now written into law. We must act as one member and not as many. The various sections of the C. T. A. should, through their local councils or executive committees, consider fully their legislative needs and pass the results of their deliberations up to this body for discussion and decision. Once determination has been reached on a program of action, there should be no dissenting by individual teachers or groups—no new program should be set up or additional measures proposed. It is the duty of each section through its membership to name to this body those in whom they have confidence and who can truly represent the best thinking in this state. The legislative committee should then be vested with authority and aided in every way to carry through successfully a program involving a few major measures only. While ours is a voluntary organization, sentiment should crystallize strongly against any section or teaching group sending to the Legislature representatives other than those officially chosen by this body. There has been considerable discussion along this line during recent months. Both legislators and school people have brought before me repeatedly the need for reducing materially the number of those who are presumed to represent the school interests at Sacramento. The Superintendent of Public Instruction feels most seriously on this point and has conferred with me recently regarding the same. If the legislative committee of this body is not thought competent to represent the teachers of the state, it is quite proper that it should be retired and a new and competent committee named to do the work.

#### The Sierra Educational News

In every state where the work of the State Educational Association is most effective, there is an official magazine that reaches each member regularly as part consideration of the fees paid; or the member pays a subscription price



in addition to the fee. In a state such as ours, the distance from north to south being greater than from Chicago to New York, an official magazine is essential to tie together all parts of the state, and to integrate the work of the various sections of the Association. Without it there would be no way of reaching the members with information of an official or professional nature.

For some years the Sierra Educational News was more of a financial asset than at present. With the greatly increased cost of paper and printing, the margin as between advertising income and expense of publication has been reduced. With the cutting down of the size of the magazine during 1921, to 48 pages only, this as the result of the condition of our finances, it was difficult indeed to satisfy either advertiser or reader. Even today the magazine is a source of income and it must be realized that without it a bulletin of some sort would be necessary. Certain of our people have repeatedly raised the question as to the desirability of greater emphasis in the Sierra Educational News upon matters of local interest throughout the state, thus reducing if necessary, to bulletin size, rather than the inclusion of one or more articles each month, having to do with the larger problems of education. There are a number of state publications that issue in the form of bulletins and carry mainly matters of local interest, reports of meetings and the like. But such a bulletin, appealing not to the national but to the local advertiser only, would not draw advertising at the rate per page we now receive. The Sierra Educational News in this regard has a fortunate geographic location. By carrying each month articles of general interest, and through following out a definite editorial policy, we are able to secure considerable national advertising at a rate much higher than most local advertisers could afford to pay. It is an open question as to whether a small bulletin even might not cost the members more than does the Sierra Educational News. In the open market, \$2.00 is the very least for which the News could be purchased.

So far as the educational side of the Sierra Educational News is concerned, our problem seems to be one of weighing values and giving a just proportion of space to all sections of the state and to all educational interests, state and national. With the increased financial help that should be forthcoming from larger membership fees, the magazine should be so expanded as to better satisfy all requirements in these regards. The California Teachers' Association should be satisfied with nothing less than the very best educational journal in the country. Needless to say, any educational magazine worthy the name, must have a definite policy; it must give attention to timely phases of our work; it must plan its issues in advance; it must aim at a program of progress and for the realization of the same; it must not bring persons into prominence but it must discuss policies and principles. State-wide issues should be given attention over neighborhood doings.

Our office has long felt the need for a series of conferences to canvass the situation. Our

Advisory Editorial Board stands ready to assist in every way possible. Little can be accomplished through correspondence. We need funds to convene the editorial board from time to time. Reference will be made to expenditure of money for this purpose later in the report.

#### Registration and Placement Bureau

No activity of our State Association is of greater significance than is the Registration Bureau and none calls for more detailed study and closer attention. Properly conducted it is of tremendous value to the schools, the children and the teachers of the state. Under wrong direction it would do much to create turmoil and dissension in the ranks of the fraternity and would prove a source of loss instead of becoming self-supporting. No question ever before the Council was canvassed more carefully or now needs more searching analysis than that of the Bureau.

In a sense its organization was experimental, ours being the first such Bureau to be placed under the direction of a State Teachers' Association. In the beginning our Association took over a private agency or co-operative bureau that had been in existence for some years, purchased outright all equipment and records and engaged for part-time services the former manager of this co-operative enterprise, to direct actively the work of the Registration Bureau of the C. T. A. After careful study of the problem during the more than two years of operation we have found it necessary to effect considerable reorganization in plans and methods of handling the work. We now have some appreciation, growing out of our experience, of the details involved and the time, money and energy necessary to perfect the organization. Careful handling of the finances during this period by Assistant Secretary Mabel Boggess, has enabled us to bring the Bureau to this point without a deficit. It was apparent, however, before the close of the preceding year, that the registration fee of \$5.00 for high school teachers and administrators and \$3.00 for teachers in the elementary schools was not sufficient to carry the work. This year, therefore, there was added an alternative plan so that instead of paying a fee, the teacher may elect to pay a commission of 2½ per cent of the first year's salary provided a position is secured. The commission charged by private agencies is 5, 5¼ or 5½ per cent. The present fee for high school teachers is \$7.50 and for teachers in elementary schools \$5.00. A given teacher may not join the Bureau under both plans, but must choose one.

Our experience thus far has demonstrated that if the Bureau can command the confidence and support of the teacher-employing bodies in the state it will prove a marked success. We must, however, do the maximum of business for the minimum of overhead in order to place the Bureau on a self-supporting basis. We are now well into the third year and will need the experience that the next months will bring, to demonstrate clearly our strengths and weaknesses. It is necessary during the summer months to open a branch office at Berkeley in connection with the Summer Session at the University. Superintendents and principals naturally come to Berkeley during the Summer



session to secure teachers and here they find the office of the Appointment Secretary and the various teachers' agencies. Mr. James A. Barr is now devoting more of his time to our Association than has been the case heretofore and is interesting himself especially in the work of the Bureau. The results of his efforts are already being felt. Large credit is due Mr. W. L. Glascock, for two years the Chairman of the Council Committee on Registration and Placement Bureau. He gave unstintingly of his time and now stands ready as do many others in the state, to lend any assistance possible.

Your Secretary has been most anxious that the energy and time spent and experience gained at the central office during the more than two years that the Bureau has been established, should be utilized in establishing the Registration work in conjunction with the branch office of the California Teachers' Association already authorized for Southern California. We must prevent lost motion and cut expense as much as possible. Preliminary work is necessary, consisting of correspondence, sending out of blanks, tabulating replies, card cataloging of applicants, personal interviews, listing of vacancies, copying of credentials, etc. It will be necessary for one of our Assistant Secretaries to install the records in conformity with the system now in use in the central office. This will be in the interest of economy and efficiency and will save time and prevent errors that otherwise might develop.

#### Branch State Headquarters in the South

With the forward step taken by the Southern Section in naming a full time Secretary, it is clear that the action of the State Council at its meeting last fall was most timely. An earlier action was reaffirmed, authorizing the opening in Los Angeles of a branch headquarters of the C. T. A. at as early a date as possible and not later than May 1, 1922. Through co-operation, the Southern headquarters of the state office and the office of the Southern Section, both may be conducted more economically than either could be conducted alone. Such co-operation, too, would be to the advantage both of the state and the section. For several years there has been in contemplation such a Branch headquarters of the C. T. A. The project met with approval at the annual meeting in April, 1918. At that time a committee with power to act was appointed, with Miss Sara L. Dole as chairman. The appointment of this committee was confirmed at the Board meeting immediately following the Council session. Much preliminary work was done by this committee, only lack of funds preventing the establishment of the office during the year following. Miss Dole reported progress at the annual meeting, April, 1919. With the organization of the Registration and Placement Bureau in 1920 and the subsequent decision to locate a branch of the Bureau in the South as soon as sufficient funds and experience would justify and when the organization had been perfected, there was seen added reason for our Southern branch. With such a branch headquarters we can better care for advertising in that section and circulation details for the Sierra Educational News can be more readily adjusted. The Executive Secretary

or one of his associates should be in Los Angeles and throughout the district included in the Southern Section much more than has been possible heretofore. With headquarters established there, the contact can more readily be made and work carried on economically by us when in the South, as our members will know where to reach us.

#### Teachers' Reading Circle

Professional growth during service is essential, if our professional standards are to be maintained and advanced. California has been most backward both as to the establishment of reading courses for teachers and for children. Many states have introduced reading circle work for teachers, with professional credit allowed. This is sometimes given under the auspices of the State Teachers' Association or again directed by the University or the State Education Department. Superintendent Will Wood is most anxious that such courses for teachers be inaugurated under the leadership of our Association and has conferred with me recently on this subject. At the same time he is desirous that credit for work covered in these courses should be allowed by the State University either through its extension division or through some other channel. For some three years our office has been collecting data on this subject from every state in the Union. Dr. Boone has made an exhaustive study of the reading circle as it is carried on in the various states and will report upon the matter more in detail.

#### Financial Problems

In common with all organizations or lines of business, a proper foundation is necessary and adequate financing required to carry on the work. In the beginning of our Association, all requirements of the Secretary's office could be met by a force of two people. Little by little the duties of the office have expanded. Service in numerous lines is required and the requests made through one or another channel are constantly increasing. In the same way demands upon the treasury increase. The individual item means comparatively slight drain in time or money. It is the total or cumulative that counts. Each succeeding need or request has been gladly met so far as funds permitted, as all must realize fully that service to its members is the chief excuse for existence of such an organization as ours. These demands have grown steadily until their aggregate is beyond the appreciation of those not in close touch with the central office. By thus assuming obligations entirely legitimate and in the interest of our Association, we have constantly incurred additional expenditures, at the same time providing no increased sources of revenue. It has sometimes been argued that a campaign for a 100 per cent membership would yield sufficient revenue to care for our needs. We have frequently pointed out in this connection that in an organization such as ours, with the membership fee below a required minimum, that increasing the number of members beyond a given point only tended to produce a deficit. Where the fee is entirely too meagre in proportion to demands imposed and service rendered and especially when this fee covers as well annual subscription to a monthly magazine, the subscription

cost of which in the open market would be fully equal to the total fee charged, it can readily be understood that a proper balance must be maintained between income and service.

And let it be remembered that we have been coming through a period when increased costs of living prevailed and when it was found necessary to increase teachers' salaries everywhere. Salaries in the business world for positions similar to a number of those in our Association have increased still more. As stated by us in another connection, during all these after-war years, ours is perhaps the only educational entity in the state which, with no increased sources of income, has endeavored to maintain past standards and has held intact its personnel. This, without larger resources, it cannot much longer hope to do, much less assume additional obligations that are constantly crowding upon us. Any increase in funds, therefore, that we may hope to enjoy in 1923, will apply not merely to developing current work, but must pay for past achievement. Because of the desire of your Executive Secretary to bring your Association to a point where it would be financially sound, he has gathered around him as associates a number of men and women entirely devoted to the organization, who have constantly sacrificed themselves for the larger interests.

#### Our Personnel

At this time I cannot too strongly offer my word of appreciation to our Associate Editor. Dr. Boone has no superior in America today in facility to use the editorial pen to the advantage of his readers. His reviews of new and important books find nation-wide comment. Without his assistance the Sierra Educational News could not have survived during the past three years. It is only because of the sacrifices of the man and the impressing of his strong personality upon the magazine, that sufficient life and vitality were introduced into the small compass of 48 pages during 1921 to keep it from disintegrating. My humiliation has been complete when I permitted myself to dwell upon the pitifully small honorarium accorded Dr. Boone, knowing full well that no salary paid in the university today is too large to secure equal service to that rendered your Association by him.

Mr. James A. Barr is the acknowledged leader in educational publicity the country over. Many experts in his line in the commercial world receive several times the salary he enjoys. His interest in our organization and satisfaction in the work keep him with us. It is largely through his efforts that the Sierra Educational News has for years carried more advertising than has any educational magazine in America, save only the Normal Instructor and the American School Board Journal; and this advertising is at a rate per page in excess of that paid to any educational magazines save these two. Without this advertising income secured at a minimum of overhead, our Association would long ago have been forced to drop some of its activities or have ceased to function on a \$2.00 membership fee.

Assistant Secretary Mabel Boggess, possessed of superior ability in all that makes for suc-

cess in conducting an office where the demands are of a professional nature not only, but require the keenest business insight and judgment, has today a fuller understanding of our conditions, needs and possibilities than has any other member of our staff. Little by little there has been thrust upon her the details of a membership circulation that has now reached the point where it requires the entire attention of a competent person. The joining of members at varying intervals during the year and the constant shifting of teachers from place to place, create a mailing list situation equaled perhaps, in no other organization or publication. Under her direction, there has developed, too, a system of bookkeeping and accounting detailed and modern in every particular. Experts agree that with the segregation on our books of the separate accounts for the Sierra Educational News, general Association activities, special legislative work and the Registration and Placement Bureau, and the allocation of proportionate receipts and expenditures, that our business is more complicated than that of many organizations where the volume of business is much greater. This work, too, with the attendant billing, filing, drawing and entering vouchers, banking and the like, is now a full-time position for a trained accountant. Her repeated refusal of tempting positions elsewhere, the last only recently as office manager of one of the largest automobile concerns in San Francisco, at nearly twice her present salary, is entirely in our interest.

And the officers have, because of their appreciation of the tremendous possibilities of the California Teachers' Association, stood by us, giving many times their evenings, Saturday afternoons, Sundays and holidays freely and without complaint, that we might meet the many requests coming to us for service, and hope to build up a reserve, against the emergency that is bound to occur; and always they have heartened the Secretary by their firm faith that as California has been the acknowledged leader in educational organization in the Nation, that sooner or later our members would, through the payment of a more adequate fee, advance still further the work for which this organization should exist.

#### Budget

For several years our office has been endeavoring to develop the business side of this organization on a strictly budget plan. We were enabled to make a beginning in this in 1918. We said in our annual report of April of that year:

"Modern methods of conducting any business enterprise, dictate that a budget system should be in force wherever it is at all possible. Especially should the budget system prevail where the business has been conducted for a period of years or where the income is quite fully established or may with a fair degree of certainty be estimated. This holds whether the volume of business be great or small."

One of the great difficulties we have found in working upon a budget system is the seeming unavoidable delay each year in securing data upon which to prepare a statement of the

income and expenditures. Meeting as they do late in the fall or just preceding the New Year, the sections of the C. T. A. are not able to report their memberships until well into the year. As a result we may be several weeks or months into a new year before we have all information needed as to possible sources of income. Then with the budget prepared and presented, there have arisen each year new demands for the expenditure of funds not provided for in the budget and this has necessitated limiting appropriations for certain activities in order to meet the new requirements. To be of greatest value, a budget should be prepared several months in advance of the date on which it begins to go into effect. The income and expenditures must then be checked month by month in order that there may be no deficit at the end of a given year. For this reason the budget for 1922 as presented to the Board of Directors in its tentative form, at a meeting February 4, and in completed form yesterday, April 7, is of much less value than should be the budget for 1923, which should now be in course of preparation. The budget should be presented through the Executive Secretary and the authorized Budget Committee for full consideration, not at the annual meeting in April but at the Council meeting in the fall. It is for this reason that I am now discussing the needs for determining the basis of income for the year 1923. If we cannot determine the main features of income and expense months in advance we cannot hope to work in other than a transitory fashion. The well established business enterprise looks ahead months and sometimes several years. A hand-to-mouth policy will not secure adequate results. In this connection I wish to acknowledge the great help rendered by Miss Cecil Davis, who as Chairman of the Budget Committee has given time on a number of occasions to go over the business of the office most carefully; has had frequent conferences with Assistant Secretary Miss Boggess, with Mr. Staehling, the Auditor, and with the Executive Secretary, and is prepared to reply to any queries on the management of the financial affairs or the methods in use.

It is quite proper also, that to Mr. C. C. Staehling, our Auditor, the thanks of the Association be given. Representing as he does one of the largest accounting firms in the United States, the time he accords us, if paid for as in the commercial world, would be several times the allowance we make him. Mr. James B. Davidson and Mr. L. B. Avery kindly agree to check every bill and voucher made out each month before these receive the signatures of President and Secretary. These gentlemen deserve and have our sincere gratitude.

#### Permanent Sinking Fund

You will, I am sure, not consider out of place or ill-timed, further reference to the need for establishing a sound financial foundation, looking toward the creation of a permanent fund, this to receive material additions from year to year. In his annual report of April, 1917, your Secretary took occasion to state as follows:

"No organization can claim to be conducted on a safe financial margin that does not

provide a sinking fund that can be called upon in case of emergency. Our Association has never been placed upon such strong financial basis. The matter should be given earnest consideration."

In his annual report of a year later, your Secretary stated:

"When your Secretary assumed office no beginning had been made to set aside moneys for the permanent fund so wisely provided for in the By-laws nor has any money to this day (April, 1918) been put into a permanent fund. It is neither good ethics nor sound business economy to go forward thus. The argument so frequently made that the C. T. A. is not a money-making institution has no relevancy. . . . Had sufficient and early provision for such fund been made it would have been unnecessary to call upon the teachers for special contributions to finance the referendum campaign in case of Assembly Bill 1013."

Since that time a beginning has been made, but with no additional sources of income and with the increased demands for expenditure, the building up of this permanent fund is well nigh impossible. We have, to be sure, \$300.00 invested in Liberty Bonds.

#### Appropriations for Committee Work

Your Secretary has repeatedly emphasized the need for sufficient funds to finance the work of important committees of this Council. Constructive and far-reaching reports are difficult or impossible to prepare if investigations have to be made hurriedly or entirely through correspondence. There should be funds at the disposal of each committee as is the case in the National Council of Education and in a number of our state educational associations. Committee members or members of sub-committees should be convened when occasion requires. Funds should then be available for publishing the reports that they may be distributed to members and discussed at the meetings. May I again emphasize that these reports should be printed in advance of the meeting at which they are to be discussed and sent to Council members as is done in scientific organizations, historical associations and the like. Such discussions will result in more timely action than would be the case if consideration must be given on the floor by those who have not before studied these reports.

#### Delegates to the N. E. A.

Through resolution last April it was decided to pay the expenses of the State Director and of the President and Secretary of this body as delegates to N. E. A. meetings. At that time provision had not been made to carry all this expense but it was recognized as a real need. Ample provision should be made in our budget to pay such expenses. It would seem that the time is opportune for emphasis in the N. E. A. of the State Association. Adequate headquarters should be maintained and every effort made by California to do her share in developing the national association.

#### The Increased Fee

In the campaign for an increased fee in the



Association, much greater interest was manifest on the part of teachers in general than those who were not active in the work imagine. Only occasionally was there an individual teacher or group who, after realizing fully what could be accomplished with a larger fee, was unfavorable to the increase. The sentiment can readily be analyzed in the vote of the teachers in the Central Coast Section at Santa Cruz and the North Coast Section at Eureka in their annual conventions assembled. Without argument or pleading, there was placed before these teachers a statement of what could be accomplished with the \$3.00 and with the \$5.00. In each instance there was a unanimous vote for the \$5.00 and this not half heartedly. I have never seen greater enthusiasm displayed at any teacher assemblage than at Santa Cruz when the vote for \$5.00 was taken, and the teachers at the North Coast Section were almost equally enthusiastic. Members of these Associations represent in a large degree rural districts and small towns and they perhaps see more clearly than do those in the larger centers the value of organization and what the Association has done for them and what they can do for themselves through strengthening their own organization. The vote on the \$3.00 fee in the Bay, (the Central, which met subsequently), Northern and Southern sections shows also an overwhelming desire for progress in this regard and the vote for \$5.00 was very encouraging. The \$3.00 fee will become effective for the year 1923.

#### Teachers' Emergency Loan Fund

A special fund should be provided looking toward the creation of a Teacher Emergency Loan Fund to be used in cases of dire distress. This would have no relation to the work of the Teachers' Retirement Salary law. No publicity is given, of course, to such cases, but they are more frequent than most of us imagine. A sum not to exceed 10c for each member should be set aside and in a period of ten years a considerable amount will be had in the aggregate. An amount of \$500, \$1000 or \$1500 per year would, in ten years, develop into a considerable sum, which, loaned at a savings bank rate of interest even, would safeguard the fund and provide assistance when needed to those who are bearing the burden in the heat of the day. This fund should be administered by our Board of Directors or by a special board acting under corporate law. Frequently teachers are incapacitated and have heavy hospital expenses with financial resources exhausted. Many times these people hesitate to ask for charity or gratuities. Certainly, the California Teachers' Association should do no less for its members than is done by other organizations and by many institutions of learning.

If your Secretary has appeared at times closeted and over-conservative in the expenditures, it is only because of a too great optimism on his part in the beginning, in willingness to assume obligations that should not have been taken on until adequate finances were forthcoming. Nor has he until the past year, been sufficiently aggressive in a campaign for increasing the funds, especially through the proposed increase in the membership fee. And moreover, one cannot afford to handle less care-

fully funds gathered in part from those who constantly sacrifice in order to make both ends meet, than when dealing with one's own.

In planning for the year ahead your Secretary has worked under the assumption that those chosen by the teachers of this state to represent them, think in terms of business as well as of professionalism. Constant temporizing or planning for the present only leads to financial disaster and professional disintegration. It is essential therefore if this organization is to maintain itself that those who should assume the aggressive leadership lay at this time plans for the future.

#### Summary

To summarize, it would seem that in planning for 1923 we need to:

- (1) Build up a permanent fund to be used in any emergency such as may arise at any time.
- (2) Strengthen the "Sierra Educational News," both as to size of magazine and quality of the matter published.
- (3) Add to our staff such personnel as shall permit us to handle properly the work that we are required to do. Field and legislative work as well as office duties are demanding attention.
- (4) Provide for funds for the work of the Committees of the Council; for convening the committee members and for printing the results of their investigations in the form of reports.
- (5) Provide more adequately to meet the expenses of our delegates to the N. E. A.
- (6) Provide for the publication from time to time of bulletins on such special subjects as shall be called for by the teaching body; also the publication of bulletins and reports during the sessions of the legislature.
- (7) Create surpluses to be used to finance meetings of the Board of Directors; to convene the Advisory Editorial Board; to take care in part of the needs of the President in the interest of the Association.
- (8) Create in the future an emergency loan fund for needy teachers.
- (9) Organize in time a teachers' reading circle.

Even for 1923, if the maximum share from the \$3.00 accrues to the state, this money will hardly suffice to take care of standard activities and betterments, much less to permit of the additional provisions noted above among the essentials. It cannot be denied that the sections of the Association are in need of money to carry on their work. Our first consideration, however, should be to so strengthen the parent association that our efforts in a statewide way be not dissipated, for without a vigorous federated body these sections become weak and ineffective. Unless the C. T. A. as the parent association can be properly strengthened and financed under right leadership, it will avail little that the sections of the Association become strong locally or that special organizations or groups of teachers develop numerical strength or financial independence.

In view of the need for more funds, recommendation is here made that in the division of



the \$3.00 fee for 1923, the proportion of three to one, as between state and section, be maintained as at present. This would yield \$2.25 per member to the state and 75 cents per member to the Section. This may lead us unitedly to see with clear vision that even a larger fee may be necessary in the future. I have faith that the California Teachers' Association will still lead and the leaders must be found in this Council. The power lies here, and where the power lies, there in a democracy must rest the responsibility.

### THE C. T. A. MEMBERSHIP RICHARD G. BOONE, Associate Editor

FOR nearly a century teachers here and there in the United States, in larger or smaller units, have practiced a form of co-operative effort at improvement through voluntary organizations. These have been statewide, and one, nominally, country-wide. Until recent years their machinery was simple and their meetings rather popular assemblies, publicity means to arouse public interest in education, not less than occasions for teacher training. For some years California teachers maintained such an organization, which, in 1909, became the nucleus of and was absorbed by the plan of reorganization then adopted.

The California Teachers' Association (familiarly known as the C. T. A.) in substantially its present form has, therefore, been in existence a dozen years. Roughly, it contemplates a statewide enrollment of teachers who can plan and deliberate and speak as a unit; it calls for as many affiliated geographical divisions as the size of the state and the number and distribution of teachers make advantageous; a central council composed of representatives of affiliated bodies; a central office and a full-time paid secretary, who is also manager and editor of an educational magazine which is owned by, and the official organ of the Association—in California, the Sierra Educational News. The annual

policy of many has proved, in California, very effective.

#### The Organization

The California Teachers' Association began with four geographical sections,—the then existing California Teachers' Association (now the Bay Section), the Southern Section, the Central Section and the Northern Section. In 1918-19 was organized the Central Coast section; and in 1921, one on the North Coast. Naturally, in one of the largest states, 1000 miles in length, with two populous centers, of many sparsely and unequally settled counties and the sections composed of them, both the number of teachers and the number of Association members are very unequal. The teaching positions range from 3 in Alpine County to 609 in Sacramento, same section; from 33 in Mariposa to 1105 in Fresno, same section; from 64 in Inyo to 6645 in Los Angeles County. The Bay Section, comprising twelve counties, taken with the Southern Section of nine counties, practically one-third of the total, approximately one-fourth the area, and 72 per cent of the teachers, are thus yoked up with the four sections among the remaining 37 counties, with 28 per cent of the state's teachers. This condition involves a weakness that is a challenge; a strength that is a responsibility, calling for service whose goal is the state, not the locality. It will appear, upon reflection, to emphasize the need for a central body to effect a solidarity among teachers, some means of unifying educational and civic sentiment, such as a state-wide 100 per cent membership in an association is designed to foster. To accomplish these purposes, however, it is needful that the membership be really all-embracing. That this has not yet been accomplished is known to none better than to you, the members of the C. T. A. Central Council. This report is the result of a somewhat critical study of our membership and its distribution. In the following table is given the proportion of members to teachers, 1918-1922:

TABLE I—CALIFORNIA TEACHERS AND C. T. A. MEMBERS, 1918-1922

Years .....	1918	1919	1920	1921	1922	Gain %
Teachers .....	19,107	20,047	20,387	22,074	23,748	24.3
C. T. A. Members.....	9,224	8,680	10,864	14,012	15,188	64.7
Per cent .....	41.5	43.3	53.3	63.1	64.4	

due to the Association entitle the member to receive this official paper. Since its birth in 1909, seventeen other states have reorganized on a similar plan, and three more have it under consideration. In a few states, the organization, working through the central office and the Council, maintains a Registration and Placement Bureau for its members; it publishes occasional important bulletins, and through permanent and timely committees of the Council (and in the sections maybe), carries on educational, administrative and legislative studies, publishing the results. It is quite within moderation to say that not all other influences combined have been able to accomplish so much to ameliorate teaching conditions in California as has this state-wide society—having common purposes, working together under concordant agreement, and with good will among themselves and with the law-makers. A consistent

It is unfortunate that records are lacking to complete the comparative showing from 1909, when the Association was formed. There were reported in that year 10,871 teachers in the state and 8000 members in the old association; a vigorous body, loyal to the profession and solicitous for its future; hopeful of improvement and forward-looking. It was out of such soil the new growth sprang. The figures show, 1909-1922, an increase of the teaching staff of 122.5 per cent, and of Association membership of 94.7 per cent. Since 1917-18 the teachers have increased 24.3 per cent, and the membership 64.7 per cent. Whatever slump there was from 1909 to 1918 was due, in part, doubtless, in the early years, to a feeling of uncertainty in the new organization; later to the interruptions of the war conditions. Moreover, whatever added membership there was, at the all-too-low annual fee, in the face of greatly increased cost

of living, labor, and especially printing, added to, rather than relieved the financial embarrassment of both the office and the teachers.

In the years from 1918 to the present, the percentage of C. T. A. members among the total number of teachers has increased from 41.5 per cent to 64.4. The relatively slower increase of members since 1920-21 need not be surprising. There has been a large increase in the number of teachers; for two or three years there were employed more than the usual proportion of inexperienced persons who were probably less permanently interested in the profession. Further, the Central Section being compelled by an epidemic to postpone its meeting till later Spring, the figures used here are those for last year. Members from other sections are being, now, scatteringly received. So that the report must be taken as approximate only. At no time can the office give exact numbers, only the number reported.

Notwithstanding six states (New York, Pennsylvania, Illinois, Ohio, Michigan and Texas) exceed California in population, but three of them have as large a state association membership as has California. Five states exceed our membership, and four of them have adopted our form of organization.

Apart from total membership, interest attaches to its distribution. In the accompanying table the record is given for the Association as a whole and for the several sections from 1917-18 to 1921-22.

TABLE II—C. T. A. MEMBERSHIPS

Years .....	1918	1919	1920	1921	1922	Gain %
Bay Section .....	2,006	2,326	2,758	3,996	3,902	94.5
Central Section .....	589	463	383	834	714	21.2
Central Coast Section.....	121	433	606	628	647	443.
Northern Section .....	546	557	751	1,014	1,354	147.
North Coast Section.....		Not organized		2	408	
Southern Section .....	4,962	4,861	6,366	7,538	8,163	64.5
Totals .....	8,224	8,640	10,864	14,012	15,188*	64.5

Here is noted the inevitable inequality in section numbers, ranging, at present, from less than 400 in the new North Coast section to 8240 in the Southern. The unequal growth is even more remarkable; from 36 per cent in the Central to 445 per cent in the Central Coast. As will appear elsewhere, the section areas differ greatly; from 4 counties in each of the Coast sections to 23 in the Northern. Any consideration of this condition must regard the active interest and clerical efficiency of the local secretaries. The soliciting and recording of memberships, the collection and prompt forwarding of fees to the central office and the careful bookkeeping depend wholly upon the local secretary. Theoretically, the best time for taking memberships is at the annual section meeting. But the times for these gatherings are not uniform, being distributed through the year from October to March. One section, because of the great territory covered, holds biennial meetings only. Seldom are all of the teachers present at any meeting. In some counties, because of the distances to be covered, and often lack of transportation facilities (in mountain regions), teachers, however much interested, find attendance difficult or impossible. Between meetings

it is not easy to reach them except in the urban centers, and individual teachers must be reached if the Association sense is to be cultivated or maintained. Hence, the energy and enthusiasm and clerical faithfulness of the Secretary is a vital factor in membership gathering. Each of the larger Sections, and especially those covering a large territory, should have for secretary, if possible, one who can have a certain regular time to actively participate in working up the membership in his bailiwick. The organization must be conceived to exist, not for the improvement of its members only, but for the lifting of the entire teaching body of the state. It is an institution interested in promoting education in California. Inefficient or incompetent or temporizing teachers anywhere lower the efficiency and ready support and educational ideals of all of them, even the best. The habit of service acquired by teachers in the interest of saving the institutions of civilization is no less needed in California, and in every county of California. A united front of teachers only can accomplish this result. And those who are already members of the C. T. A. may influence to sympathetic interest those who are not members. There are six counties in three sections (Central, North Coast and Northern) that report no members, yet there are 300 teachers employed. Three other (mountain) counties, from 317 teaching positions, report but 23 members. Added to the occasional unwise performance of his function by the local secretary, it is to be

noted that of the 58 counties, 36 have superintendents whose names are not on our books. Maybe this explains the sometime apathy of teachers. Beside the counties that have no members, there are 19 that enroll less than 50 per cent of their force, 9 of them less than one-third.

Lack of adequate financing has made impossible that close contact of the central office with the several districts that would be desirable. In so large a state as ours a representative from the Executive's office should be in the field much of the time. The assistance would more than pay for itself in added revenue; it would make the 100 per cent membership an encouraging prospect; it would tend to unify and strengthen the influence of the teaching body in the state, and bring into it some hundreds of teachers who are alien from the standards and activities of the member organizations. They need this touch with their fellows, and the Association needs their co-operation.

As growing out of this study, I venture upon some reflections concerning the more economic handling of the membership list, and the collection of fees. First, it would be more conven-

\* As we go to press, April 25th, the total number of members is 15,639.

sent to the office if the meetings of the several sections might be held about the same time of the year, probably some time before the holidays. The subscription year, beginning January 1, could be uniform. Now subscriptions are coming in almost every month of the year. The saving in office of time and expense would be appreciable. Many memberships are classed as miscellaneous, as taken in an irregular way, not upon the service of the local secretary, but sent to the office direct. There are more than 400 such on our list now.

The accompanying check list of teachers and members is as complete as can now be made. It is indicative of the distribution of members and teachers in the several Sections. (The Secretary's office invites corrections.)

TABLE III—TEACHERS-MEMBERS BY COUNTIES

**Bay Section**

Delegates to Council, 15.

	Teachers.	Members.	%
Alameda .....	2368	1630	69.2
Contra Costa .....	395	174	44.
Lake .....	57	13	24.5
Marin .....	174	172	99.
Napa .....	116	111	96.
San Francisco .....	1914	417	22.3
San Joaquin .....	501	281	55.6
San Mateo .....	257	170	66.1
Santa Clara .....	715	463	64.7
Sonoma .....	432	108	25.
Stanislaus .....	373	353	95.
Tuolumne .....	67	10	1.5
Totals .....	7369	3902	52.9

**Central Section**

Delegates 5.

	Teachers.	Members.	%
Fresno .....	1105	483	43.7
Kern .....	480	11	
Kings .....	174	100	26.4
Madera .....	123	48	39.
Mariposa .....	33	3	
Merced .....	200	5	
Tulare .....	470	64	13.6
Totals .....	2585	714	27.7

**Central Coast Section**

Delegates 4.

	Teachers.	Members.	%
Monterey .....	218	192	88.
San Benito .....	70	68	97.1
San Luis Obispo .....	214	192	90.
Santa Cruz .....	197	195	99.
Totals .....	699	647	92.3

**Northern Section**

Delegates 7.

	Teachers.	Members.	%
Alpine .....	3		
Amador .....	69	12	17.4
Butte .....	232	143	61.6
Calaveras .....	62	32	51.6
Celusa .....	89	65	73.9
Elderado .....	72	13	18.
Glenn .....	112	87	77.7
Lassen .....	80	1	
Modoc .....	73	66	90.4
Mono .....	10		

Nevada .....	87	49	55.
Placer .....	129	41	31.8
Plumas .....	42	22	52.4
Sacramento .....	609	487	80.
Shasta .....	144	2	
Sierra .....	20		
Siskiyou .....	186	62	33.3
Solano .....	200	68	34.
Sutter .....	76	42	55.3
Tehama .....	130	19	14.6
Yolo .....	113	80	70.8
Yuba .....	85	63	74.1
Totals .....	2623	1354	51.7

**North Coast Section**

Delegates 4.

Del Norte .....	26	10	38.5
Humboldt .....	281	239	85.
Mendocino .....	200	159	79.5
Trinity .....	31		
Totals .....	538	408	75.8

**Southern Section**

Delegates 28.

Imperial .....	351	214	61.
Inyo .....	64	51	79.7
Los Angeles .....	6645	5735	86.3
Orange .....	551	446	81.
Riverside .....	421	268	63.6
San Bernardino .....	582	495	85.
San Diego .....	799	590	74.
Santa Barbara .....	292	237	81.
Ventura .....	229	127	55.4
Totals .....	9934	8163	85.2
Grand totals .....	23,748	15,188	63.6

Along with the general inquiry into the Association memberships there were included some statistics for the 39 cities. The following table will show the results:

TABLE IV—TEACHERS AND C. T. A. MEMBERS IN 39 CITIES

CITIES.	Teachers.	Members.	%
Alameda .....	204	154	75.
Bakersfield .....	231	40	17.3
Berkéley .....	422	437	103.5
Chico .....	96	100	104.
Eureka .....	80	84	105.
Fresno .....	485	299	61.7
Glendale .....	145	182	126.2
Grass Valley .....	29	26	89.6
Long Beach .....	447	463	103.6
Los Angeles .....	5200	3336	61.2
Modesto .....	122	131	107.4
Oakland .....	1171	888	76.8
Oroville .....	36	32	85.
Palo Alto .....	60	50	80.3
Pasadena .....	445	409	91.9
Petaluma .....	70	31	44.5
Piedmont .....	39	27	70.
Pomona .....	129	109	84.5
Richmond .....	156	70	44.8
Riverside .....	204	129	63.2
Sacramento .....	516	429	83.1
Salinas .....	42	56	133.3
San Bernardino .....	182	102	56.
San Diego .....	515	415	80.6
San Jose .....	312	296	95.



San Luis Obispo.....	46	78	169.6
San Rafael .....	41	57	140.
Santa Ana .....	152	161	112.5
Santa Barbara .....	124	142	114.5
Santa Cruz .....	92	100	108.7
Santa Monica .....	159	78	50.
Santa Rosa .....	78	17	21.8
Stockton .....	307	249	77.8
Tulare .....	49	44	89.8
Vallejo .....	75	3	---
Ventura .....	40	40	100.
Visalia .....	54	40	74.1
Totals .....	12,555	9304	74.1

#### City Membership

Of the 39 cities, 13 have 100 per cent membership or more, ranging from 103 per cent in Berkeley to 169 per cent in San Luis Obispo. In certain localities teachers from private schools have joined, occasionally professors and instructors from local colleges, or members of neighborhood civic associations; less frequently, members of boards of education. Another condition is found in that teachers who live in certain cities but teach elsewhere enroll in the place of residence. Added to these 100 per cent groups, eight others enroll 75 per cent or over of their teaching staffs, three show but 50 per cent, or less. In eight of the cities, the Superintendents themselves are not recorded as members. In these cities there are approximately 12,500 teachers and 9000 members. It will be seen that the percentage of members is slightly greater than for the state as a whole. The few dilatory groups are shamed by the enthusiastic many. There is needed, everywhere, that fraternizing that would bring all into the exercise of a common effort to improve all teaching. The smaller towns and rural neighborhoods take their cue in many social matters from the urban group. It is not less true in education. Educational executives have a responsibility they have no right to shirk. There are a few cities that show a strange indifference to the State Association. One, an otherwise progressive city, has less than one-fourth of its teachers members. Another, among the rapidly growing municipalities, whose school superintendent has been an honored president of a section, reports less than half his teachers belonging to the C. T. A. In the better organized systems, one may fairly look for an interest in the profession aside from mere personal advantage; and the enthusiasm of both county and city executives should serve as a better-teaching contagion.

### REPORT ON TEACHERS' REGISTRATION AND PLACEMENT BUREAU

JAS. A. BARR, Assistant Secretary

THE Registration and Placement Bureau of the California Teachers' Association is now beginning its third year of work. Formed when California and the nation generally faced an acute shortage of teachers, the Bureau was organized as a real service to the state. In no way has the Bureau sought to duplicate service. Many universities, colleges, normal schools and technical schools maintain Bureaus for placing such of their graduates as plan to enter

teaching as a profession. According to the last available report of the United States Bureau of Education, a total of 172 educational institutions maintain Teacher Placement Bureaus. These are distinctive institutional placement bureaus, organized for and dealing primarily with the students, alumni and graduates of such institutions. The work of such institutional bureaus is vitally necessary.

#### New Type of Placement Bureau

But the need was felt not only in California but in other states for a type of Placement Bureau that would not only be distinctly non-commercial, as are the institutional bureaus, but broad enough to include the students and graduates of any or all educational institutions, and of the many deserving teachers without institutional affiliation. The need was felt for a type of Bureau that in the interest of the state and, for any school whether public or private, would give service for any sort of position whether of the kindergarten, the elementary school, the high school, the technical school, the teachers' college, the university. In seeking to meet this state-wide, really nationwide, need the California Teachers' Association pioneered the way by organizing the Registration and Placement Bureau.

State associations of other states have faced the same need and are meeting the same call for service by organizing Placement Bureaus based on the California plan. During the past month sets of blanks used and data concerning the practical working of our Placement Bureau have been sent to practically all State Teachers' Associations. All this is mentioned merely to show that there has been a real call for the type of placement service that your Bureau seeks to give.

#### Not on Competitive Basis

The Placement Bureau of the California Teachers' Association has not been and should not be on a competitive basis with other teacher Placement Bureaus or agencies, either commercial or institutional. The institutional bureau serves the state but, as has been pointed out, its activities are limited almost entirely to placing graduates of its own institutions. In this there should be, there can be, no competition. The commercial Bureau serves the state, and naturally for profit. Here again our Bureau was not organized to compete commercially but to serve the schools.

The mission of your Placement Bureau is different from that of either the institutional or the commercial bureau. Its service is open to all schools in a state-wide way, and to all members of the California Teachers' Association. It serves school officials without cost and its members at cost. It has no incentive to enter into competition with others.

Such publicity as is given to your Placement Bureau is given only that it may be clear to employing school officials and to teachers that the service we offer is available. An effort has been made to make it doubly clear that the Placement Bureau has no desire to induce any teacher to leave any position she or he now has.

#### The "Acid Test"

The work of the Bureau, in fact, the work of any worth-while Teacher Placement Bureau, is



based on service to the state. As the Bureau is not conducted for profit, there is no temptation to fill the largest possible number of positions, but rather so to place available teachers as to give efficient service by satisfied workers. It is in this spirit that the work of your Bureau is going forward.

Every call for teachers is carefully listed and all available teachers for the call subjected to this "acid test": have they the training, the experience necessary, the natural qualifications to fill that particular position? There are now too many misfits in the schools. If the Bureau is to give real service, it must fit teacher to position or its work spells failure.

#### The Value of "X"

Those of you who have employed teachers, or for that matter have employed boys or girls, men or women, for any work, know how easy it is to make mistakes in judgment. The problem of employment is a distinctly human problem, with the value of "x" varying with each girl, boy, woman, man. We recall with not a little chagrin some of our mistakes in employing teachers during twenty years of service in the Stockton schools. Doubtless many of you, whether your experience has been more or happily less than twenty years, have had the same unhappy experience. We, and perhaps you, for a time placed too much reliance on the glittering "To whom it may concern" letters that at one time the applicant considered a vital part of her equipment. Nowadays we know better—at least in part.

#### How Conclusions Are Reached

The Bureau seeks its own evidence. If possible, the teacher is interviewed as a means of checking her adaptation for special work and possibly in special localities. In any event letters are secured direct from those who know best about her work. In other words, all evidence possible is gathered not only for the use of employing officers but as a means of helping the officials of your Bureau to form as nearly correct conclusions as possible in recommending teachers.

Of course mistakes have been made by the Bureau. Working with a limited force an effort is being made to give the best judgment possible in each case. The Executive Secretary has devoted every moment he could get to directing the work and the professional blanks and accounting plans have been constantly improved upon. Since the organization of the Bureau a crying need has been for an experienced and competent man or woman who can give full time to the work. This need still exists and should be met as soon as funds are available.

All this is briefly touched upon not only so it will bring to mind the difficult human problems in Placement Bureau work but so you may the more fully realize the effort that is being made to give real service.

#### Some Unusual Calls

Many unusual calls for service are received, some so out of the ordinary they might provoke a smile if they did not voice a real need. Many high schools are small and to continue must have teachers who can teach widely separated subjects. A school recently called for a

man to teach manual training who could also coach a football team. Another school wanted a teacher for chemistry, French and commercial work. Another want was for physical training, woodworking and English. A rural school called for a teacher for sixth grade work who could drive a school truck. A mountain district wanted a widow with at least two children. Happily the Bureau will probably be in a position to provide the widow, but with four children. And seriously this last request is worthy of every consideration if California is to give equal educational opportunity to all children, even in a small far-removed mountain school district where school consolidation, owing to distance, is not possible.

#### Plans One and Two

The Bureau is conducted at the smallest possible overhead expense and as nearly as possible on a cost basis. While members of the Council are familiar with the financial plans for registration and placement, a brief summary is given to place the entire plan of operation in concrete form before those present. The Bureau offers two plans, the teacher to make the choice. Under plan one, a yearly charge is made to cover office maintenance and expenses incident to compiling, copying and handling credentials. This yearly charge for primary and grammar school teachers is \$5.00; for high school teachers, all principals and supervising officers, \$7.50. Under Plan One a charge of 50 cents is made each time a member's credentials are sent. This charge of 50 cents is not made under Plan Two. Members of the Association selecting Plan One pay nothing more. The cost mentioned will be the only cost for the year 1922.

Under Plan Two the teacher pays no registration fee, or fee for sending out credentials. Under Plan Two, the teacher agrees to pay a commission of 2½ per cent on the first year's salary, this commission to be paid on acceptance of position or after drawing the first or second month's salary, as the teacher may elect. Note especially that teachers selecting Plan Two pay no registration fees of any kind whatever, and pay nothing unless a position is secured. Note that the commission paid under Plan Two is paid but once.

#### Bureau Statistics

Statistics usually make dry reading. Briefly here are the essential facts concerning the Bureau. For the year ending December 31, 1920, the Bureau was conducted at a net loss of \$351.35. For the year ending December 31, 1921, the Bureau, assuming that all commissions yet due are collected, will produce a net revenue of \$868.79.

As shown in the report to be published in the May issue of the "Sierra Educational News" (copy of report soon to be placed in your hands), the total income from fees and commissions in the Registration and Placement Bureau for 1921 was \$7290.16, the expenses were \$6421.37, leaving a balance, as just stated, of \$868.79. Of these amounts there accrued from moneys paid in fees under the so-called Plan One, \$4107.50; for commissions under Plan Two, \$2870.78; from miscellaneous sources, \$311.88, total of \$7290.16.

An analysis of the business for the year shows the following:

Number of teachers registered under Plan 1, the registration fee plan.....	588
Number of teachers registered under Plan 2, the commission plan.....	579
Total teachers registered.....	1167
Of this number:	
Those registered for Rural school positions .....	43
Those registered for Grade position.....	231
Those registered for High School positions .....	893
Total .....	1167
<b>Teachers Placed</b>	
Number placed under Plan 1 (fee).....	155
Number placed under Plan 2 (commission) .....	65
Total .....	220
Of those placed under Plan 2 (commission):	
In the Rural schools.....	4
In the Grammar schools.....	10
In the High schools.....	51
Total .....	65

#### The Two C's

Any success that may be gained by the Registration and Placement Bureau can only be secured through the two great C's—Confidence and Co-operation. Confidence may be secured only on the basis of prompt, efficient service with a real effort to fit teacher to position. And Confidence with success may only be had through earnest, whole-hearted co-operation on the part of the Council, of members of the Association, and of the employing officials of the schools of California.

#### Lines of Co-operation

In conclusion I venture again to suggest the following lines of co-operation:

- (1) If you know of competent teachers seeking positions, tell them of the Bureau and of how they may register. If you have Registration Blanks, please give one to any such teacher. Blanks will be cheerfully sent at any time.
- (2) If you know of any vacancies, please notify the Bureau.
- (3) If you know of any school officials seeking teachers, tell them of the Bureau.
- (4) If at any time you have suggestions or criticisms, do not withhold them. The problems of placement service are so many-angled that helpful suggestion and criticism will always be welcome.

### REPORT ON SIERRA EDUCATIONAL NEWS

MABEL BOGGESE, Assistant Secretary

**D**URING the year 1921, there were in the ten issues of the Sierra Educational News a total of 544 pages, an average of 54 pages per issue. This was 80 pages less than used in the issues of 1920, or an average of 8 pages less per issue. Of this total 39 pages were devoted to editorial, 101 pages to solid reading matter or articles, averaging 10 pages each issue; 25½ pages were given to reports of section meetings and of local and state interest,

there being 18 such articles and reports. The Proceedings and Minutes of State Council meetings occupied 22 pages, that for National meetings, but two. There were 16 pages of strictly legislative matter; 34½ pages were devoted to educational literature and book reviews, the number of books receiving attention being 81. There were 53¼ pages of comment and notes covering both state and national matters, 256¼ pages were covered by advertising. There were 142 different advertisers during the year. In 1920 there were 129.

The number of contributors in 1921, owing to the reduced size of the magazine, dropped below that for the preceding year, being 76 as against 102. There was not the opportunity to print contributions from national leaders as had usually before been the case. It has been necessary to scrutinize carefully all reports, articles, contributions, and to use only the very most important, owing to limitations of space. Some of the best material was that prepared on request as the issues were planned months in advance.

The total number of copies issued during the year was 156,100, an average of 15,610 per month, as against 11,850 last year. The cost of the paper and printing was \$14,383.35, this as against \$10,886.15 for 1920. The postage was \$565.32 as against \$391.77 for 1920. The wrapping and addressing cost for 1921, \$274.92; for 1920, \$169.33. These figures serve to emphasize the greatly increased cost on the basis not merely of higher prices, but on the basis of larger membership and the increased number of magazines printed in 1921, over the number for the preceding year. The cost of paper and printing only of each copy of the News is slightly over 9.2 cents, or something over 92 cents for each subscription of ten issues. Added to this the cost of wrapping, addressing and postage of the magazine, to say nothing of work incident to conducting the office, securing articles, and preparing all material for publication and seeing through the press with attendant stenographic and clerical work and this 92 cents will fall far below the actual cost of issuance.

The report on the Sierra Educational News made last year was rather inclusive. Did time permit it might not be out of place to re-state some of the points brought out a year ago, these relating to the details connected with listing names of members, changes of address (sometimes several hundred per month), complaints as to non-receipt of the magazine, and other matters. To follow out in detail, we will refer to the report of last year appearing on page 238 of the May 1921 issue.

*"Many of us, by the very fact of our education, will be called to public service. Did any king of ancient or even modern times, for example, have a higher commission than that which one gives to a teacher in the public school, college or university—to prepare its children for a better, happier, nobler living in the next generation?"—John H. Finley.*

## STATE TEACHERS' READING CIRCLES

RICHARD G. BOONE, Associate Editor

**I**MPROVEMENT in intelligence and growth of the teacher is fundamental. How a teaching corps may be stimulated in both these ways is a constant and difficult problem for school executives everywhere. Among the 24,000 teachers in California and corresponding numbers in other states, there are many teachers, capable of directing their own reading and other means of improvement. There are approximately 15,500 teachers who are members of the C. T. A.; a considerable number are connected with the N. E. A., and a large proportion, probably 50 per cent, who are members, if not always active, of various local organizations. By all of these agencies there is more or less incitement to more or less serious study. Much of it is desultory and inarticulate.

Certain organizations, as the Parent-Teacher Association and various civic clubs, are doing a generous school service; but it has to do, primarily with equipment, support and details of social administration. It cannot touch, except in a cursory way, or regard the professional aspect of teaching. Neither does it, except in an indirect and derived way, react upon the culture or scholarship aspects of the teacher, as an individual. The ever-present tendency of all of us, most of all, the partially educated and unstimulated, to live, spiritually on a low plane. Most of us need boosting to do our best; and many of us more or less nursing, to do our second best.

In the 32 California cities having a population of 5000 or over, there are approximately 11,000 teachers in elementary and secondary schools. In the Universities, Teachers' Colleges and Junior Colleges, there are not to exceed 3000. Adding the first group (cities) to the second (higher institutions) there is among the larger systems, a total of about 14,000 teachers. This leaves, of the total of 24,000 in the state, 10,000 teachers, at least, in the smaller cities, towns, villages and rural districts. These are mainly elementary teachers. Allow that half of this number are self-directing, or have the guidance of principals or superintendents, and this is very conservative estimate, there is yet a remnant of 5000 who have, presumably, a minimum of training and scarcely more scholarship, and who need both. A portion of these need stimulation to do what they can; others need careful prescriptive direction, if they are to be kept in their places. The entire 5000 would be profited by some persistent, authoritative, systematic direction in their cultural improvement. To these must, of course, be added the 10 or 15 per cent of the 11,000 better situated, but only moderately prepared teachers, who call for nursing on the part of the superintendent. Some of these have access to study and literature or history clubs, or to professional classes, having a smaller membership than is desirable. For the most part the other 6000 to 8000 have not these advantages.

In some respects California is favorably conditioned. Our simpler form of certification, and generally higher standard of professional training make directed training of teachers in serv-

ice less urgent in our state. The 150 professional organizations of teachers should be an efficient—more efficient, means of improvement. There are relatively fewer teachers in California than in most states, who have not had a minimum, at least, of professional preparation. Outside of the secondary schools, comparatively few have had more academic training than a high school course. Up to the present time even the normal schools added but little to the scholastic standing; much of the work in school subjects being elementary or methodistic. Moreover, the question at issue here is not the training of teachers which precedes employment, but provisions for their continued growth through the years of employment. To be interested in the history and literature and industries and social conditions, and the science of the world, and to maintain an active touch with their changes; to know the great literatures, the achievements of science, the basic philosophies, and the growth of institutions, has, beside one's personal intellectual progress, a distinct professional advantage that no merely technical teacher-knowledge can match. The growing teacher only is resourceful, self-helpful, open-minded and intelligent beyond any mere training. Nowhere less than in teaching can the preparation for one's occupation be made, once for all. It is a process of becoming, not the fact of having been. The Reading Circle or serious study group, or personal or co-operative project is much needed, and furnishes the main stimulus to growth.

An unfavorable condition, however, exists in California as it does in most states, more perhaps, in most states than here, in both the short term of teaching and in the tantalizing migration of teachers. Members of both groups have need of this steady encouragement, this careful supervision, the occasional re-alignment of work, the guidance to stimulating reading and study that make the intellectual life seem attractive. It all has its professional reference, also, that makes teaching seem worth while, and learning a possible achievement.

Certain states have devised what is generally called the Reading Circle, with a prescribed list of books to be read. Large latitude is left to members in the choice of that one of each of the two or more groups which meets the individual preference. Some states less favorably situated than California in its teaching corps, require a certain amount of tested reading as a condition of raising the grade of their certificates. Some make it as one of the conditions of possible promotion in the system. In general, the course is offered, but its following is voluntary. More than half of the 48 states have now some form of state-wide Reading Circle.

There are two systems of management: one in which the provisions are by state law and the control rests with the State Education Department; the other, for both the organization and the administration of which the State Teachers' Association is responsible. Usually, the former has an element of compulsion in it; the latter is voluntary, though in a few cases, the certified reading is recognized by the certifying authorities, or by the employing boards. In some states, as in Indiana, outlines of the prescribed reading are made the basis for



teachers' meeting and institute discussion. In the state of Washington, both the local and state teachers' examination questions are taken almost wholly from the adopted books. In re-examinations for teachers' certificates, carefully written and acceptable papers on especially assigned parts of the reading course are credited by examiners. Of the 33 states maintaining such organization, 24 are managed by the State Educational Department, and 9 were organized and are managed by State Association committees or departments, as part of the regular function of the organization. In Illinois it is administered by the Superintendents' section of the State Association. In a few states, by the County Superintendents' section. In Oklahoma, by the Normal Schools. In Utah the state requires, of all, a course of reading in health only. In West Virginia, a satisfactory examination adds \$1.00 a month to the salary. In both policies, the County Superintendent of Schools is made the local manager for the central office in keeping the register, handling the finances for his county and making an annual report to the administrative authorities.

In California, the Teachers' Association would seem to be the agency to assume such responsibility. Through its central council it already directs important investigations. Members of certain sections, through their special departments and committees, are doing excellent work. The general association maintains its placement bureau and comes into personal contact with hundreds of teachers, but not always with those who must need guidance. How such a service shall be initiated and managed is less important, however, than that the groups mentioned shall be cared for, in the interest of forward-looking teaching.

The expense is met in one of three ways: by the publishers' grant to the managers, of the usual trade discount on books used, the sum being turned into a general fund for support; or by the State Department of Education; or by the State Teachers' Association, responsible for the work. The first plan has the advantage that it secures to teachers a lower rate on books and gives a definite income to the management in proportion to the membership. The second carries with it an element of legal necessity that with a certain class of teachers is a strong incentive. Where prescribing and directing the course are by the normal schools, as in Oklahoma, or by the colleges, as in Oregon, a small per cent only are likely to be reached, and they, probably are the ones who least need it. In Missouri, the work, as in most states, is voluntary, unless on the renewal of certificates, when the work must be taken regularly and approved by the County Superintendent of Schools. It is handled by the State Teachers' Association through the office of the Executive Secretary of the committee. The work in this state (Missouri) has gone on for 20 years, and the Circle enrolls 4000 to 5000 teachers, of their total of 20,000. Wisconsin 5000 to 6000, Nebraska and Ohio about the same. In Oregon, of 5000 teachers outside of Portland all practically are mem-

bers of the State Reading Circle, under the State Educational office. In Indiana about 7000. Several states support Pupils' Reading Circles also.

Concerning Young People's or Children's Reading Circles, the need in California is less pronounced. The Free County Library in 73 per cent of our counties and reaching nearly half of the homes in those counties, and the thousands of books in the school and public libraries which are pretty generally used, make of the schools, perhaps, the best sort of Children's Reading Circle known. Yet, it must not escape attention that in the 15 counties that have not such libraries, and the many who are not reached by those that have, and in many schools where supplementary texts are scantily furnished, there is a place for directed reading among children.

Following the Secretary's statement in his report, therefore I venture to suggest that should the Council endorse the movement, the matter be referred to your Committee on Improvement of Teachers in the Profession, to study the problem for California, and report to the Council at a future session, on the need, the organization, control and support of a "California Teachers' Reading Circle." In conformity with the suggestion of the Superintendent of Public Instruction, further, some provision be considered for giving credit for thoroughly satisfactory work done by teachers taking it.



**F. L. THURSTON**, of Pasadena, is the recently appointed full-time Secretary of the Southern Section, C. T. A. Mr. Thurston brings to his new position and enlarged duties a splendid equipment gained through varied training and experience. He is a teacher of marked ability, has organizing capacity of a high order, and will handle the many details and intricate problems of his office with judgment and dispatch.



# CALIFORNIA COUNCIL OF EDUCATION

INCLUDING  
*Sierra Educational News*

## C. T. A. Registration and Placement Bureau

Statement of Financial Condition as of  
December 31, 1921

### ASSETS

Cash—Commercial Account .....		6,503.53
Cash—Savings Account .....		6,259.69
Accounts Receivable (for advertising).....	3,390.30	
Notes Receivable (advertising) .....		244.26
Less, Reserve for Doubtful Accounts.....	83.45	
Charged to C. T. A. Registration Bureau for adv.....	869.50	
	952.95	2,437.35
Commissions for Placement Services Due and Unpaid.....	798.78	
Less, Reserve for Doubtful Accounts.....	198.78	
		600.00
Liberty Bond Investments .....		300.00
Post Office Deposit .....		50.00
Liberty Bond Interest Due—Uncollected.....		12.73
Office Equipment .....	5,177.11	
Less Reserve for Depreciation.....	1,851.70	
		3,325.41
Total .....		19,732.97

### LIABILITIES

Vouchers Payable (for December, 1921).....	3,269.05
Subscriptions Paid in Advance.....	899.71
Memberships Paid in Advance.....	2,251.50
Advertising Paid in Advance.....	644.75
California High School Association.....	73.83
Total .....	7,138.84
Net Worth .....	12,594.13

### Represented by:

Emergency Fund Reserve.....	2,477.40
Less, Expenditures for Legislative Purposes (1921).....	1,476.90
Balance in Reserve.....	1,000.50
Unappropriated Net Assets.....	11,593.63
	12,594.13

## STATEMENT OF REVENUE AND EXPENSES OF THE CALIFORNIA COUNCIL OF EDUCATION SIERRA EDUCATIONAL NEWS and the

C. T. A. REGISTRATION AND PLACEMENT BUREAU  
For the Year Ended December 31, 1921

### CALIFORNIA COUNCIL OF EDUCATION

#### REVENUE

#### Memberships:

##### Bay Section:

1462 memberships paid in 1921.....	2,193.50
2534 memberships paid in 1920 for 1921.....	3,801.00

3996 memberships net for 1921..... 5,994.00

##### Central Section:

730 memberships paid in 1921.....	1,095.00
4 memberships paid in 1921 for 1922.....	6.00

726 memberships paid in 1921 for 1921.....	1,089.00
108 memberships paid in 1920 for 1921.....	162.00

834 memberships net for 1921..... 1,251.00

##### Central Coast Section:

626 memberships paid in 1921.....	939.00
3 memberships paid in 1921 for 1922.....	4.50

623 memberships paid in 1921 for 1921.....	934.50
5 memberships paid in 1920 for 1921.....	7.50

628 memberships net for 1921..... 942.00

## THE SIERRA EDUCATIONAL NEWS

Northern Section:		
2148 memberships paid in 1921.....	3,222.00	
1144 memberships paid in 1921 for 1922.....	1,716.00	
1004 memberships paid in 1921 for 1921.....	1,506.00	
10 memberships paid in 1920 for 1921.....	15.00	
1014 memberships net for 1921.....		1,521.00
Southern Section:		
7538 memberships paid in 1921 for 1921 .....		11,307.00
North Coast Section:		
352 memberships paid in 1921.....	528.00	
350 memberships paid in 1921 for 1922.....	525.00	
2 memberships paid in 1921 for 1921.....		3.00
14012 total memberships for 1921.....	21,018.00	
Less one-half memberships transferred to News.....	10,509.00	10,509.00
Interest earned on Liberty Bonds.....		12.73
Interest earned on Savings Bank Deposit.....		165.40
Total revenue from all sources.....		10,687.13

## EXPENSES

Stamps and stamped envelopes.....	225.38	
Stationery .....	111.07	
Telegrams .....	114.17	
General Office Expenses .....	392.41	
Traveling expenses .....	834.29	
Telephone .....	188.87	
Salaries .....	7,978.58	
Miscellaneous expenses .....	1,243.31	
Miscellaneous printing .....	191.61	
Rent (½) .....	537.00	
Depreciation of office equipment (½).....	238.74	
Taxes (½) .....	4.77	
Legislative expenses:		
Legislative Committee expenses.....	655.46	
Services of Actuary.....	750.00	
Miscellaneous .....	71.44	1,476.90
Employees Liability Insurance (½).....	5.00	
Total expenses .....		13,542.10
Excess of expenses over revenue.....		2,854.97

SIERRA EDUCATIONAL NEWS  
REVENUE

Advertising .....	16,225.62	
Subscriptions:		
Paid in 1921.....	1,667.32	
Paid in 1921 for 1922 deducted.....	899.71	
	767.61	
Paid in 1920 for 1921, added.....	296.14	
Total for 1921.....	1,063.75	
Miscellaneous income .....	423.89	
Portion of membership fees for 1921.....	10,509.00	
Total revenue from all sources.....		28,222.26

## EXPENSES

Printing News .....	14,383.35	
Wrappers and addressing.....	274.92	
Mailing and postage.....	565.32	
Stamps and stamped envelopes.....	314.20	
Stationery .....	163.77	
Telegrams .....	86.66	
General office expenses.....	295.42	
Telephone .....	191.30	
Traveling .....	715.50	
Salaries .....	6,306.58	
Miscellaneous expenses .....	408.60	
Miscellaneous printing .....	513.82	
Rent (½) .....	537.00	
Depreciation—office equipment (½).....	238.74	
Taxes (½) .....	4.77	
Employees Liability Insurance (½).....	5.00	
Total expenses .....		25,004.55
Excess of revenue over expenses.....		3,217.71

C. T. A. REGISTRATION AND PLACEMENT BUREAU  
REVENUE

Registration fees .....	4,107.50	
Commissions from Placement Services.....	2,870.78	
Miscellaneous services .....	311.88	
Total revenue from all sources.....		7,290.16

## EXPENSES

Printing .....	623.23
Salaries .....	3,191.27
Office supplies .....	173.91
Telegraph .....	63.39
Stamps .....	506.40
Telephone .....	128.95
Traveling .....	15.50
Advertising .....	595.40
Stationery .....	197.03
Rent .....	508.50
Depreciation—office equipment .....	40.27
Miscellaneous expenses .....	178.74
Doubtful accounts .....	198.78
<b>Total expenses .....</b>	<b>6,421.37</b>
<b>Excess of revenue over expenses.....</b>	<b>868.79</b>

## SUMMARY OF OPERATIONS

Sierra Educational News—net revenue.....	3,217.71
C. T. A. Registration and Placement Bureau—net revenue.....	868.79
<b>Total .....</b>	<b>4,086.50</b>
<b>Council of Education—net deficit.....</b>	<b>2,854.97</b>
<b>Combined net revenue.....</b>	<b>1,231.53</b>

## AUDITOR'S REPORT

To the Board of Directors,  
California Council of Education.  
Gentlemen:

Pursuant to engagement, I have examined the records of the California Council of Education and the Sierra Educational News, and submit herewith a statement of Revenue and Expenses for the year ended December 31, 1921, and a Balance Sheet as of the close of the year, December 31, 1921.

All cash receipts have been deposited in bank and all disbursements supported by properly authorized vouchers.

The accompanying statement of Revenue and Expenses for the year and the Balance Sheet as of the close of the year December 31, 1921, are in agreement with the books and, in my opinion, properly reflect the results of the operations for the period ending December 31, 1921.

C. C. STAHLING, Auditor.

MINUTES—BOARD OF DIRECTORS  
MEETING, FEBRUARY 4, 1922

THE Board of Directors of the California Council of Education met pursuant to call in the office of the Executive Secretary, 450 Flood Building, San Francisco, at ten o'clock, February 4, 1922. There were present A. J. Cloud, E. Morris Cox, Cecil M. Davis, Merton E. Hill, Miss M. L. Richmond, S. P. Robbins, Wilhelmina Van de Goorberg and J. F. West. Geo. C. Jensen only was absent. President Cox presided.

The Executive Secretary presented the minutes of the last meeting as printed in the Sierra Educational News and in so doing suggested that the minutes at this and subsequent meetings be read rather than adopted as printed, this to obviate any possibility of misunderstanding as to any action taken at a given meeting. There was detailed discussion of this matter during the session with the final decision that full stenographic reports be made of each Board or Council meeting, these complete notes to be referred to in case any difference of opinion arises, the main features of the meeting

to be reproduced in the Sierra Educational News as heretofore.

Discussion was entered into relative to proposed increase in fees and whether there was authorization for the placing by the Executive Secretary of the proposed \$5.00 fee before the various sections. The Executive Secretary reported that two sections, the Central Coast and the North Coast, had voted unanimously a \$5.00 fee and that three sections, the Bay, Northern and Southern, had voted a \$3.00 fee. As the Board of Directors had determined previously that any decision as to increase in fees should stand should four sections vote affirmatively, the decision was that the \$3.00 fee should be considered operative for 1923. Before ratifying the vote, however, it was suggested that the matter be put before the Central Section in courtesy to them as their meeting had not yet been held. Motion to this effect finally prevailed. Considerable time was devoted to discussion of the legality or non-legality of one section of the State Association attaching a higher fee to membership than prevails in another section. As we are a federated body, it follows that the amount of money accruing to the central office from each membership fee must be the same throughout. It is a question also as to whether it would be legal for one section to collect a higher fee than that collected in another, even though all the difference is retained by the section. As pointed out by President Cox our dues are fixed by law. If the section asks its members for more than the amount fixed by law, the section must not use the power or authority of the organization for the purpose of compelling anyone to contribute more than the established fee.

The matter of the budget for 1922 was next taken up. Miss Davis, chairman of the committee on budget, had given considerable time in working out details with the Executive Secretary. Only the main features of the budget as proposed and which had been prepared for tentative consideration, received attention. Suggestion was made that a copy of the proposed budget be put into the hands of each Board member. This brought on a discussion as to

the need for greater detail in some of the items. In considering the estimated receipts and expenditures, the fact was brought out that there was little provided for a special or sinking fund to guard against emergency.

In the judgment of Miss Richmond, it would be unfortunate if the provisions of the budget did not cover the payment of expenses of delegates in attendance at the N. E. A. "Our representatives," said Miss Richmond, "should go to national meetings as this is one of the reasons for our association to a great extent." The feeling seemed to be general that there should be sufficient funds to carry this and similar activities in the Association.

President Cox pointed to the need for financing of committees of the Council that their work might be more satisfactorily accomplished. He also indicated the need for funds in opening the branch headquarters office of the C. T. A. in Los Angeles not later than May 1.

Mr. Hill in taking up the matter of the increased fee to \$3.00, expressed the hope that with the added moneys a change could be made so as to better handle the financial situation. A motion was made at this point by Miss Richmond that further consideration of the opening of our Los Angeles office be deferred until after the meeting of the Board and Council in April, this motion including also the Registration Bureau as well as all other activities of the organization.

Following further discussion on the budget and the request that certain items be gone into more in detail, it was decided to defer action on the proposed budget until the April meeting and to place in the hands of Board members such data as had been requested.

On motion of Mr. Robbins, the Executive Secretary was requested to prepare for presentation to the Board at its next meeting a list of positions that should be filled with maximum salaries that should attach thereto, in order to provide an adequate personnel to carry forward the work of the Association in such manner as to secure proper results. On motion the meeting adjourned.

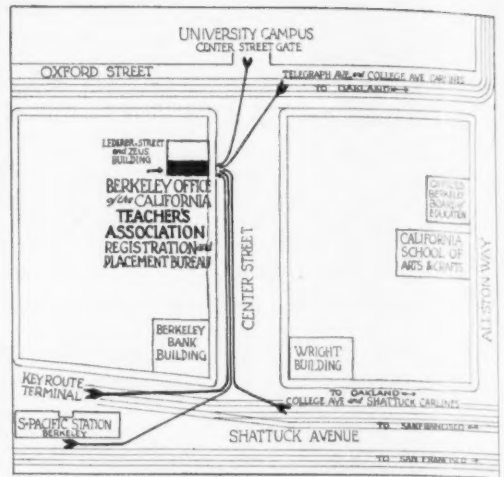
ARTHUR H. CHAMBERLAIN,  
Executive Secretary.

### FOLLOW THE ARROW

**I**F you reach Berkeley on the Southern Pacific or Key Route lines, "Follow the Arrow" to the Lederer, Street and Zeus Building, 2157 Centre street. Here you will find the Berkeley office of the Registration and Placement Bureau of the California Teachers' Association. If you leave the University grounds by the Centre street entrance, again "Follow the Arrow" and it is only a few steps to the office of the Bureau.

#### Berkeley Office Now Open

The Berkeley office of the Registration and Placement Bureau opened on May 1st and will remain open until September 1st. The office has been established in Berkeley for the convenience of both employing school officials and teachers seeking positions. Here will be kept complete records of all teachers registered with the Bureau. These records are open for the inspection of school officials. Representatives of the Bureau will be in charge to consider your



problems, to place records before you, to submit recommendations, to arrange for conferences with teachers, to give service.

#### Register at Once

Teachers desiring positions should register **at once**. School officials are already seeking teachers for the coming school year. By joining the Bureau now your credentials will be placed in order and will be ready to show Superintendents and others calling at the offices in San Francisco, Los Angeles and Berkeley, and also ready to mail promptly to school officials seeking teachers.

#### Calls for Teachers

File **at once** your wants for teachers for the coming school year. Personal attention is given to each call for a teacher. A real effort will be made to find the teacher to fit **your** conditions. An early call gives the Bureau a better opportunity to find just the teacher to meet your needs. No fee or charge of any kind whatever is made for the service given employing school officials.

### SUMMER SCHOOL DIRECTORY

**S**LOWLY the conception is growing that neither will all youth or all teachers want or need schooling for the full twelve months. But all populous communities and most states should have one or more schools kept open the entire year. Experience has shown that there is a strong demand for such opportunities as may afford academic, or technical, or trade, or business training through vacation periods. Not youth alone, but adults; not teachers and students, exclusively, but workers take willing advantage of a chance of improvement. The 250,000 to 300,000 in attendance at such schools during 1921, of many social classes and with unlike needs, bespeak a widespread interest. The state, for its own safety, cannot afford to neglect any means to enrich its citizenship. It is both an economic and a cultural necessity. In accordance with the annual custom of this magazine, there may be found in this issue a list of such schools of interest mainly to Californians, but some, also, from outside the state, whose no-



ties have reached us, and which are known to have attracted teachers and others. The State Department of Education has announced summer sessions in all of the Teachers' Colleges. Teachers will be glad to take advantage of this opportunity for rest and study.

#### Summer Terms in Teachers' Colleges

**Chico:** June 19 to July 28. Both academic and professional courses are offered. Particular attention given to home economics and manual training. Opportunities are afforded for fishing, hiking, swimming, auto excursions, etc. Dormitory or tent accommodations with board for session, \$60. Address Dean of Summer Session.

**Fresno:** Conducts, June 26 to August 4, the famous Sierra Summer School at Huntington Lake in the mountains. Both Junior College and Teacher Training courses offered and fine opportunities for excursions among the ridges 7000 feet high. Write Dean of Summer School.

**Humboldt:** At Arcata, June 19 to July 28, presents a chance for study and wholesome vacation; a chance to earn credits toward graduation; outdoor living in one of the most beautiful spots in California. There are both dormitories and cafeterias. Address Arcata.

**San Diego:** June 26 to August 4. Special courses for elementary school teachers, including fine and industrial arts, home economics, physical education, the state prescriptions in arithmetic and geography, etc. There is maintained, also, the training school for observation and demonstration, an excellent opportunity.

**San Francisco:** June 26 to August 4. Offers an extensive and varied course, giving attention to all classes of teachers from the kindergarten through the junior high school, and covering, beside certain academic studies, as science and literature, art, music, the teaching of foreign children, the mentally deficient, etc. Address Waller and Buchanan streets.

**San Jose:** June 26 to August 4. Offers instruction in 15 departments, including expert direction in educational psychology and measurements, sociology, public health, Americanization methods and project work. For bulletin, address President of the Teachers' College.

**Santa Barbara:** June 26 to August 25. Provides courses for both elementary and secondary teachers; for city and county superintendents, home economics; industrial arts, comprising work in wood, metal, automobile and electricity. Write for bulletin to President of the College.

**Oregon Agricultural College:** June 19 to July 29. Covers the time of the American Home Economics Association, August 1-5; the State Editorial convention and the western division of the American Physical Education Association. The programs of these meetings promise a real treat. In addition, and on the regular program, courses are provided in a score of academic subjects, industrial journalism, dramatics and community entertainments. The faculty includes a score or more of visiting professors.

#### Zaner Method Summer School

With accommodations in the Teachers College, San Francisco, the Zaner Summer School of Writing will begin a term of three weeks,

June 26. R. E. Wiatt, Supervisor of Writing, Los Angeles, will be in charge. Address him, or Zaner and Bloser, Columbus, Ohio.

#### Stout Institute

Has announced a nine weeks' session for June 26 to August 25, providing more than 100 courses, mainly in the applied arts, with professional and academic instruction and a full faculty. Apply, for information, to L. D. Harvey, Menomonie, Wisconsin.

#### Bureau of University Travel

The European Summer School for the study of history, archaeology and art, under distinguished specialists. Fifty scholarships of \$200 are offered. Address, Bureau of University Travel, 17 Boyd street, Newton, Mass.

#### California School of Arts and Crafts

Summer Session, June 19 to July 29, offers instruction in nearly 40 crafts and applied arts. Registrations are being received at 2119 Allston Way, Berkeley.

#### The California School of Fine Arts

The Summer Session, June 19 to July 28, affiliated with the University of California, offers courses in drawing, painting, decorative design, crafts, stage design, etc. For illustrated catalog, write L. F. Randolph, director, California and Mason streets, San Francisco.

**University of Southern California:** July 1 to August 12. Beside the regular faculty, the list of instructors announced includes Superintendent of Public Instruction Will C. Wood, Superintendent H. B. Wilson, Berkeley; Giddings of Minneapolis; Maddy, Richmond, Indiana; Haines of Texas, Miller of Smith College, Melleux of Lawrence College, Miss O'Neale of Oregon Agricultural College, Phillips of Michigan, Spaeth of Princeton and Swiggett of the U. S. Bureau of Education. Work continues in the Colleges of Law and Music also. Address Director of Summer Session, Los Angeles.

**University of Chicago:** Regular Summer Quarter, June 19 to July 26, and July 27 to September 1; regular work in all credit courses in undergraduate, graduate and professional schools. Address Box 614, Faculty Exchange, Chicago.

**School of Speech:** From July 5 to 31, Miss Mabel Gifford and G. S. Farrington will conduct a series of lessons on public speaking, the speaking voice and story telling, along with instruction in defective speech correction and clinical observation. Address School of Speech, 2300 Van Ness Ave., San Francisco.

#### The Chamberlain Music School

Mr. and Mrs. William Edwin Chamberlain will conduct a five weeks' summer course in the Art of Singing, including private lessons and round table conferences. Dates and terms may be learned on application to 2431 Ellsworth St., Berkeley, California.

*"Youths never learn voluntarily to work at fifteen who have not learned the value of work at ten. It is worth real dollars to have to learn—yes, learn—the value of work."*  
N. V. Wilcox.

## THE FINANCING OF EDUCATION

### HON. WILL C. WOOD

ONE of the outstanding features of the Chicago meeting of Superintendents was the discussion of the problem of financing an American program of education. The program was in charge of Dr. Finegan, State Superintendent of Public Instruction of Pennsylvania. The first speaker was Dr. George D. Strayer, Chairman of the National School Finance Inquiry Commission. This commission is being financed by several of the great foundations of the country but Dr. Strayer emphasized the fact that these foundations would neither influence nor be responsible for the results of the investigation. Dr. Strayer outlined the plan of the inquiry which will be nation-wide. An intensive study of school finances will be made in New York state. The school finances of Illinois and California will also be carefully studied. The Commission's work will require months for completion and several experts are now engaged in the collection and analysis of data.

Following Dr. Strayer, Governor Hyde of Missouri spoke of the progress of school financing in Missouri. He pointed out that the assessment of property, particularly in rural districts, was extremely low. On account of a fixed maximum tax rate for school purposes, the schools had suffered from lack of income. By heroic methods, the state administration had raised assessments thus giving rural districts an opportunity to finance a reasonable school program. A bill providing for the county unit in school administration was passed by the legislature but has been subjected to referendum.

Senator Davenport of New York discussed the financing of higher education, pointing out the difficulties of colleges and universities due to increasing demands upon them coupled with a decrease in the purchasing value of their income. He is of the opinion that endowments must be largely increased. However, even with increased endowments, he felt that the income would not be sufficient. He inclined to the view that a reasonable tuition fee should be charged. The objection that such a fee would shut out deserving but poor students might be met by the adoption of a liberal free scholarship plan.

The discussion was closed by Dr. Seligman, Professor of Finance at Columbia University. His address was most enlightening. He pointed out that the general property tax, formerly as fair a tax as could have been levied when most of the property was real estate, is no longer fair. Personal property, particularly stocks and bonds, escapes taxation to a large extent. We also find the professions and trading corporations owning little property but having in the aggregate large incomes paying small taxes in comparison with owners of real estate. Professor Seligman is of the opinion that more and more, public funds must be raised by a tax on inheritances, income and business "turn-over." Such taxes, he maintains, are fairer than the general property tax.

## THE C. T. A. PLACEMENT BUREAU

With the main office in San Francisco, and branch offices in Los Angeles and Berkeley, the Registration and Placement Bureau of the California Teachers' Association is now prepared to give a statewide service to its members and to employing school officials. Remember the location of the offices.

The San Francisco office—California Teachers' Association, Registration and Placement Bureau, Flood Building, San Francisco.

The Los Angeles branch office—California Teachers' Association, Registration and Placement Bureau, Loew's State Theatre Building, Seventh and Broadway, Los Angeles.

The Berkeley branch office—California Teachers' Association, Registration and Placement Bureau, 2157 Centre street, Berkeley.

Address correspondence and send registration blanks and checks to the main office in San Francisco. Correspondence from officials and members of the Southern Section may be sent to the Los Angeles branch office.

## LOYALTY

Teachers who accept appointment in our public schools are inevitably obligated to be loyal to the State which employs them. Our public school system is the creation of our republican form of government. It is financed and regulated by the State. It is the legitimate means of fostering and perpetuating the very spirit of our representative constitutional government. The State has an undeniable right to demand that teachers have not merely a knowledge of American ideals but that, by word and act, they give unmistakable evidence of devotion to those ideals.

In a narrower sense, the best interests of the schools demand that teachers be loyal to their profession. No large enterprise in which thousands are engaged in a common service can hope to succeed unless there is ever present a spirit of mutual loyalty between those who formulate and direct policies and those who carry them out. So, too, the true measure of the success of our school system is conditioned by the spirit of loyalty existing between the teaching staff and those who are charged with carrying out the ideals as formulated by a representative Board of Education and Board of Superintendents. A lofty conception of loyalty does not prohibit constructive criticism given in a spirit of helpfulness through recognized channels. It does not imply subservience to this or that individual, but such loyalty to the properly constituted authority that the most effective team work may be done."—Teacher's Handbook.

Miss Agnes S. Winn, a Seattle grade teacher, some-time president of the Seattle Grade Teachers' Association, President of the Washington League of Women Voters, becomes Assistant Secretary of the National Education Association in the Washington, D. C., office.



# EDUCATIONAL LITERATURE



**Developing Mental Power**—By George Malcolm Stratton. Houghton Mifflin Company. Pages 77. Price 80c.

The Riverside Educational Monograph Series has put out more than fifty numbers covering a variety of school and educational problems,—from the Selection of Textbooks to Moral Principles in Education; from Hygiene to Psychology; from Montessori to the High School; of Rural and City Systems. Among the contributors are well-known authors, Dewey, Elliot, Hyde, Palmer, Emerson and others; as well as present-day teachers and research students in educational laboratories. It is a valuable set of texts of scarcely more than vest-pocket size, most of them as integral in treatment as they are brief, serviceable to teachers in their work and many of them suggestive to general readers as well. All this may be claimed for this last book—*Developing Mental Power*. It is mainly a discussion of the controversial question of "general or specific mental effects." In his first chapter, the author asks, "Is the mind a Gymnasium or a Tool Chest?" and in a later section affirms that "education goes deeper than memory (for example), and gives power that cannot be lost. The measure of accomplishment is now known to be, not solely in what the child can recollect, but also in an imported ability, temporarily latent, may lie, but ready with little effort to be brought to full expression." And he finds, as the theme unfolds, in ideals of emotional control; habits of concentrated attention, energetic volition and self-denial in unnecessary things; a trained sense for the enjoyment of fine things; the passion for having and collecting; the habit of persistence and ideals of neatness, all stand as legitimate objectives for a general education that is both feasible and to be desired; and ends with the statement that, instead of following wholeheartedly the new lights of education whose gospel is that subjects are more important than minds, we shall affirm the exact opposite while yet opening the door to the useful. The child is bigger than anything he can carry to market,

**Stories, Old and New**—By Abigail C. Sheriff. Glinn & Company. Pages 111.

Among the influences that make for world peace is the making people familiar with international literatures, and particularly fixing such tastes in youth, and most of all during childhood, when the folk tales of many nations, legends and stories of customs and of nature make so strong an appeal to the developing mind. "The children of many lands" have, in spirit and letter, more in common, often, than their adults have. They are as yet unspoiled by conventional standards and prejudiced judgments and the erratic results of artificial thinking; and Russian, Indian and American little ones have many common likes and mental attitudes and understandings, where to

variously reared adults there are differences in liking and mental attitude and comprehensions. Hence for childhood, literature that pictures the uncorrupted spiritual reactions, is a universal language, an original resource of stimulation, what Emerson calls "Divine ideas," and which "always find us young and always keep us so." In this little book, just a primer, usable as a supplement to other school reading, are tales from Indian lore, Old Norse legends, Russian tales, etc., beside American history stories of patriotic fervor, nature stories as true in every land as where they were written, as truly literature to the believing child mind as is Shakespeare or Emerson to the adult. There are 36 tales, in all, with 64 pictures or sketches illustrating them,—many of the latter quite as expressive as the stories themselves. It is a charming book for any kindergarten or primary class.

**The Psychology of Arithmetic**—By Edward L. Thorndike. The Macmillan Company. Pages 314.

This book is one of the series of "The Psychology of Elementary School Subjects," by the Macmillans, and includes substantially what has been included in a course of lectures by the author to students at Teachers College. The contents have had years of presentation and revision. They are by a recognized authority on the psychological aspects of education, and stand for the newer conception of The Psychology of Number first noted, in recent times, by McClelland under that title.

The book opens with a general introduction, dealing with the larger subject of the Psychology of Elementary School Subjects, in which the aims of elementary education to be "the production of changes in human nature represented by an almost countless list of bonds, whereby the pupil thinks or feels or acts in certain ways in response to the situations the school has organized, and is influenced to think and feel and act similarly to similar situations when life outside of school confronts him with them." It is admitted that, at present, "we are forced to think somewhat vaguely in terms of general results obtained rather than by the elementary bonds which constitute them." That is, we insist upon ability to calculate, to spell, to appreciate good music, to know history, to be honest in examinations, rather than the mental process involved and the measure of its improvement. Here are considered in successive chapters, the nature and constitution of arithmetical ability, and its measurement, the psychology of drill and practice, the sequence of topics and the meanings of interest, the psychology and conditions of learning, and a brief consideration of individual differences. Along with the often recurring question of what shall be included in arithmetical processes and in what order, there is a suggestive and sensible



chapter on "The Sequence of Topics," as, also, three chapters on drill and practice, and another on "Interest in Arithmetic." Indeed, the entire treatment is so direct and familiar that any teacher of the subject will find it immediately useful, scholarly in its vision, it is thoroughly practical. Devices are studied for the insight they yield as to the mind's native behavior toward number. Whatever conclusions modern psychology has to offer have here been recognized. There is included a rather comprehensive bibliography of the subject as discussed.

**Motion Pictures for Community Needs**—By Gladys Ballman and Henry Ballman. Henry Holt & Company. Pages IX+298.

Few devices for the improvement of teaching have made more advance in ten years, or given greater promise for the future than those that concern visual education. And among them all the motion picture is pre-eminent. The eye is a great teacher. Almost equal to the real object or action, it concretizes what, in words, is only abstract. The presentation of the picture is accurate, in exact accord with the fact recorded, as all photographed representations are. Processes may be shown, no less perfectly than are objects and static scenes. More interesting often than the original, the picture is inviting to observation and an effort to interpret meanings; not depreciating description and verbal explanation. It re-enforces both. Much may be expected from the moving picture and its more general use.

The authors have done a notably fine piece of work in this exposition. It will assist teachers in knowing both what and how in this comparatively new device. It is comprehensive of every important aspect of the picture as a teaching instrument, whether for school, church, club or other community interests. It is claimed that ten thousand such agencies "have motion picture projectors today, and tomorrow will see another ten thousand in use." The purpose of this book is "to disseminate exact information as to source and supply of suitable films, together with practical advice on their use." It is but fifteen years since the first motion picture theater, and barely five years since the device began to be regarded as a possible device for the schools. Not till 1920 did the National Education Association take official notice of its uses. There are chapters on the educational aspect of the picture; on production and producers; on the astonishing offering of motion pictures by the Federal Government in a dozen departments; a list of 468 distributing exchanges, of which California reports 29; a list of film publications—10 magazines, ten bulletins and a bibliography of 28 books; beside these there is a helpful discussion of the exhibitor's problems, the mechanical and legal aspects of the question, and a list of 100 suggested programs for various public agencies. It is a timely work, well done and offers an indispensable manual for any who contemplate the introduction of projectors and their use.

**The Art of Thinking**—By T. Sharper Knowlson. Thomas Y. Crowell Company. Pages 165.

This is a revised edition, with certain enlargements, of a text under the same title, published

in 1899. That it is yet reorganized implies an abiding value. A perusal of the several chapters confirms the impression. It is in no sense a scholarly treatise, but it has its virtues nevertheless. It is a unified treatment of the subject. Its language is admirably clear. The illustrations are ingeniously introduced and well used. It would be an excellent guide for a high school class, even the junior high school. Aside from earlier chapters on the general character of the process of thinking, there are presented the helping or hindering reactions from prejudice, the influence of emotion on thinking, the moral and commercial aspects of the problem, etc. Young teachers would find the book helpful.

**Junior Latin Reader**—By Frederick Warren Sanford and Harry Fletcher Scott. Scott, Foresman & Company. Pages XVI+496.

This Reader seems to be a systematic attempt to make a second-year Latin book reasonably comprehensive and appealing to consecutive interest in the student. Stories of Hercules and Perseus adapted from an English text, *Fabulae Faciles*, and stories of the Argonauts from the same source; stories from Roman History, including paragraphs on early Rome, and 19 biographical sketches written for this text; and, finally, the first book of Caesar's Gallic War in much simplified treatment. Ten lessons are given to a review of first year Latin. Necessary page vocabularies accompany the reading extracts, and numerous composition exercises with an English-Latin vocabulary, in addition to a 50-page Grammatical appendix, a list of English derivatives, and an extensive Latin-English vocabulary. The notes and explanations are full and sufficiently explicit with no apparent attempt to make the work too easy. "Difficulties are inherent in a highly inflected language. But the difficulties should be surmountable, with a view to the pupil's legitimate satisfaction from day to day." It is one of the advantages of Latin as an instrument of education that its study does offer surmountable difficulties to the ambitious student. Its mastery comes not easily but with great satisfaction, and with lasting benefit. It is not a highway for all students, certainly not to occupy a long period. But two years of Latin at least would be found incalculably profitable to any ambitious youth who can spare so much of his life for study as the full high school course, whatever his contemplated life career. And such a book as this and a few others that have been noticed in these columns tend to give the study attractions.

**Psychology and the School**—By Edward Herbert Cameron. The Century Company. Pages 339. Price, \$2.00.

Professional books in series have come to be quite the thing. The practice has its advantages, but limitations, also. In the building up of a teacher's library, it is the merit of offering a set of treatises having a more or less consistent and unified interpretation. The volumes are not likely to be all of equal merit and must, more or less, reflect the personal bias. The present text has the backing of Charles E. Chadsey, as editor, and written "for students of education and teachers who have no previous knowledge"



of the subject, is elementary, and because of this, all the more useful to America's very large body of young, untrained, non-professionally-minded teachers. Those teachers, even, who have taken academic courses in psychology, receive little benefit or guidance in their work. Technical psychology functions but little or not at all in the directive practices of education. Yet one who is ignorant of the processes of the mind is at a great disadvantage in the discussion or interpretation of the manifold problems which have to do with the technique of instruction. Hence, along with chapters on general psychology (with the teaching process constantly in mind), there is the explicit purpose "to give an explanation of behavior of school children in terms of the mental life." It is written from the functional point of view and utilizes the conclusions of modern psychology. Here are considered the educational meanings of infancy, of behavior and of habit forming; the training and practical uses of the imagination; the development of concepts and steps in the thinking process and how to guide them; the means of developing the language sense; the educational significance of the emotions (much neglected), and a characterization of the voluntary life of the child. It is all very direct and intelligible and should be found helpful to the intending teachers or to the inexperienced one. There follow chapters on reading, spelling, writing and arithmetic and an appendix of several pages of typical tests.

**Fundamentals of Education**—By Boyd H. Bode. The Macmillan Company. Pages 245.

This book belongs to the Modern Teachers' Series and is admittedly written as "an interpretation of present-day educational problems from the standpoint of pragmatic philosophy." It is neither radical nor unappreciative of what best results contemporary schools show; but is redolent of Dewey and his expositors. The last chapter in the book best represents the author's attitude toward the interpretation of educational problems, and his distrust of the intrusions of science. He admits that "Nature, as revealed in the physical sciences, is indifferent to moral values," but quotes Tennyson, "Who forged that other influence, the heat of inward evidence?" In the chapter on the Meaning of Education, he says: "Aims spring from the soil of experience, and new aims constantly arise as experience develops." The manifoldness of life precludes definition. "Life is more than vocation, more than culture, more than knowledge, more than citizenship," and the conclusion is reached that "our best clue to the educational problem lies in the concept of growth," and that the aim of education is "to provide as adequately as may be for the creation of new aims." Explicitly, "a considerable part of this book is an attempt to make this concept definite and concrete." Hence chapters on educational values, education and democracy, the development of ideals, etc. The treatment is articulate beyond the hint of the chapter headings and the style direct and suggestive.

**Training for Effective Study**—By Frank W. Thomas. The Houghton Mifflin Company. Pages XVIII+251. Price \$1.00.

Probably the largest and most enduring serv-

ice the school can render a youth is to insure him to self-helpfulness. To know when he doesn't know, but to know how to get it; to be balked in his doing, but persisting in the attempt; intelligent reaching for what lies just beyond; these and their kind are better than any set teaching of lessons or converging of knowledge. To know how to study, how to find what one hasn't but wants; how to do the difficult thing that needs to be done, these are fundamental in all education. Not much has been made of this aspect of the school's function. The defect noted has been particularly characteristic of teacher training institutions. Set methods of instruction, and fixed rules for management, and an attempted adjustment to specific group conditions,—a particular grade, or urban or rural classes, with detailed handling of subjects, etc., have, in the past, at least, made up to program of training would-be teachers. It dealt with knowledge of device and formula, with the recitation as a fixed unit in the school and conduct management as an inescapable accomplishment. It was didactic but not stimulating of either alert interest or self-helpfulness. Just what real study means, how it stands related to the recitation and to the pupil, how to teach to study and to persist in study, effective methods of study and the merits of supervised study, are some of the problems the author sets up for consideration. The so-called memory study has greatly changed in a generation, and "our conceptions have changed both regarding teaching and the meaning of study without sufficient revision of procedure to establish correspondingly new methods of study." Among improvements needed are named the following with which thoughtful teachers will be in accord: the teacher is relatively "the active" in the recitation, and the pupils too passive; there should be, on examination, a test of the student's ability to use texts, rather than to remember them; elastic assignments and the group system of instruction and learning.

**Human Geography. Book Two—Regions and Trade**—By J. Russell Smith. The John C. Winston Company. Pages VIII+463.

In the February issue of this magazine appeared a review of Book One of this series, mention being made of the Book Two to follow. This volume is just off the press. As the first dealt with countries and their populations, this concerns trade and commercial regions. The areas studied are geographical or industrial, not political. The six continents are presented in 11 regions, seven of which are located in North America, five of them in the United States. Every important production is studied, located and traced to its market; trade routes are described and justified; raw materials are localized; and the interdependence of regions shown. There are 35 colored maps besides more than 600 figures and sketches very illuminating of the text. It is a storehouse of information, and, better yet, a guide to its interpretation. Cities and great valleys and the sandy wastes and the heights of land and immense rivers, coasts and harbors, are not only named and located, but explained in terms of production and transportation. Human life is pictured in its relation

to the diverse occupations of the nations and their varying standards of living and labor. Judged by our standards, the least attractive regions of the world are made interesting by text and picture. With such treatment, geography becomes not only inviting but central in the group of school exercises. Of botany, zoology, geology, physiography, history, economics, political science, sociology, commerce and agriculture,—no one is omitted where there is vital connection with this study of regions and trades. There is a brief appendix on the elements of mathematical geography, and pages of statistics on areas, population and commerce. Whether used as an adopted text or not, the two books, this one in particular, will be found invaluable as a reference source.

**Young People's History of the World War**—By Louis P. Benezet. The Macmillan Company. Pages 481.

It may be questioned whether it is wise to cover 500 pages with a description of the World War—any war, for the use of children. With the avowed purpose of letting the rising generation "know what it was all about," and to teach the lesson that "it must never happen again," the author adds, "we are playing falsely with the nine million dead—if we fail to keep before the minds of their young brothers the glorious (pitiful?) story of their sacrifice and the awful needlessness of it all." Of the entire text, three lines are devoted to the Red Cross, 19 lines to the Pope's plea for cessation of the conflict, and less than two pages to Hoover and the American Relief. Naturally, the maps, 13 of the 15 shown, are war maps, and of the 72 illustrations, three-fourths are portraits of military officers or militant representatives of the nations engaged. There is no illustration or description of the women who were as much a part of the struggle as were Petain, Beatty or Ludendorff; no mention made of the honorable part taken by the churches, or by the Protestant and Catholic lay organizations. If youths are to be endowed with the conviction that "it must never happen again," one would think inspiration "to do one's bit" would better issue from some acquaintance with, and faith in, the unselfish service of these thousands of "Angels of Mercy," no less deserving of recognition in the "Hall of Fame" than are the men who fought in the trenches, hundreds of whom would have died of unattended wounds or exposure and starvation. As a means of instilling cooperative sentiments, hate of one's enemies or of war is less effective than a trained respect for peace. Even Robert E. Lee said: "All should unite in honest efforts to obliterate the effects of war, and to restore the blessings of peace." Meanwhile let it be said that the book, as a piece of narrative-descriptive writing is an admirable presentation for adults, maybe. It is a clear, evidently open-minded statement, instinct with loyalty to democratic rule, springing, as obviously, from a conviction of the hideousness of war. Its influences upon the young, for peace and industrialism, is negative, however. It is akin to the "don't" form of advice, not the "do" which modern thought teaches in shaping immature conduct. It is abundantly illustrated, its facts well organized and there is shown a fine

discrimination of the important and unimportant in the recital.

R. G. B.

**The Dalton Laboratory Plan**—By Evelyn Dewey. E. P. Dutton & Company. Pages 173. Price \$2.00.

Though the title does not indicate it, the book is descriptive of a teaching device for the schools. It is offered as something new. Really it is project work combined with the somewhat modified recitation. Introduced by Miss Parkhurst in the Dalton, Massachusetts, school, it is, in its present form, less than two years old. Its beginning was in the high school, though it is claimed to be applicable in the grades from the fourth school year. The cut-and-dried, prescriptive teacher-dominated, over-bookish, memoriter-burdened methods are taboo. Hence, it is not a change of curriculum, but of methods. There are subject laboratories in which students work with considerable freedom, always with a class teacher present to assist when the student feels the need of assistance. One or more of these subject laboratories are assigned to each subject. The teachers are all specialists, and the organization is on the departmental plan. Each geography laboratory has its own collection of illustrative and study material; also the reference books needed there, as in English, science, history, constructive exercises, etc. For each pupil the work of the school year is set off into ten "contracts." General outlines of these contracts are posted for each subject in each grade at the beginning of each month. Here the pupil finds his assignment—"contract assignment," or "contract job." The forenoon hours are given to free academic laboratory work; the afternoon to regular classes. The assignment for the month is usually sectioned into weekly tasks, though not necessarily. The pupil, having received his assignment may concentrate on one subject, complete the month's requirement and take a test, or carry the subjects all abreast and have his examinations at one time. There is much work in groups when pupils are working on the same, or kindred problems. In each laboratory the teacher of the subject is always present for instruction in details; but the prosecution of the program is in the pupil's hands. He plans his own time, works out his own problems within a fixed field, uses reference books and apparatus independently, adjusts himself to changing groups of fellow students, gathers what he needs to know by experience in working out his purpose. The book is fascinatingly interesting, whatever one may think of the wisdom or unwisdom of the plan. Similar reorganizations have taken place in a school in London and at the Children's University School, New York.

**Practical Map Exercises and Syllabus in Ancient History**—By Mildred C. Bishop and Edward K. Robinson. Ginn & Company. Price 56c.

Map drawing for the sake of map drawing has a certain value, but moderate, only. But where the device is used to illustrate and reorganize what the pupil has learned from the text the value is great. This manual consists of 16 blank map forms covering ancient times from Egypt to Charlemagne. From necessity,

perhaps, there is not a uniform scale and for the best results students will find the size interpretations an important part of the study. Along with each map of locations and topographical features is a syllabus of chronology, biography and subjects for themes on related topics. These last are particularly apt and suggestive. A set of tracing sheets accompanies the set of maps—one for each assignment. As set forth in the author's preface, the purpose of the manual is "two fold: first, through the map studies to fix clearly in the mind of the student the more important geographical and political features that influenced the course of ancient history; and, second, to provide a syllabus of more than ordinary value." With a sensible teacher both of these purposes should easily follow the use of the book.

**Nature Near Home and Other Papers**—By John Burroughs. Pages 94. Price 48c. Houghton Mifflin Company.

**Being Good to Bears and Other Animal Stories**—By Enos A. Mills. Pages 85. Price 48c. Houghton Mifflin Company.

Both books belong to the Riverside Literature series and reveal the series at its best. Here is "nature study" of a sort that shames much in the schools that borrows the name. Both books have the not too common characteristic that while the stories are as true to fact as any technical zoologist might require, their recital is literature of superior quality. They have another quality that is equally rare, in that their meanings and "pull" make a like appeal to young and old. They picture intimate companionships with a nature that is agile and virile. The two authors shape visions from the same vantage ground. You may match Burroughs' "The Born Swallow" or "The Dog," with Mills' "Being Good to Bears" or his "Chipmunk Callers," and find common inspiration. Whether it be Burroughs' "Wood Chuck Lodge," the "Story of the Caterpillar," "Chippies and Flickers," the "Warbler Family or the Hunting Habits of Birds," or "Johnnie Bear and His Sister Jennie and Their Friend the Scotch Collie," "Citizen Beaver in His Moraine Colony," the "Mau-rading Coyote," or the "Big Horn Ram of the Rocky Heights," the message is the same, and with it is borne a breath of Thoreau, the rugged joy of Roosevelt, the chastened understanding of an Emerson. If but a little of this quick sense of companionship with nature could win the boy or girl (to wait till self-conscious youth is too late), it would mean to them joy in the days, an enlargement of kindliness, length of years. The little books make admirable supplementary material.

## BOOKS RECEIVED

**The Gregg Publishing Company.**

**Oral Exercises in Number**—By Anna L. Rice. Consists of examples (not problems) in all of the fundamental processes of calculation, with applications to United States money, mensuration, and percentage. A helpful drill guide.

**World Book Company.**

**Mechanical Aptitude Tests**—By J. L. Sten-guish. For vocational and educational guidance.  
**The Macmillan Company.**

**In the Vanguard**—By Katrina Trask. A drama of Whittier Social Case Histories. An admirable statement in 100 pages of the case method of study as developed at the Whittier State School.

**How to Study. Illustrated through Physics**—By Fernando Sanford. An instructive concrete presentation of the effective method of study. An example of a superior article done up in a small package.

**Maria Novella Americana**—Pour Jorge Isaacs. A story of domestic life and customs in Colombia, fine in literary spirit, so simply told, and so adaptable for use in Spanish classes that many schools should find use for it.

**The Clarendon Press.**

**Elementary Harmony. Parts I, II, III**—By C. H. Kitson, Professor of Music, Dublin University. An elementary survey of harmony—diatonic and chromatic, following an earlier treatise on the "Evolution of Harmony," 1914.

**Women's Educational and Industrial Union. Old-age Support of Women Teachers**—By Lucile Eaves. A 122-page monograph giving the Provisions for Old Age made by the Women Teachers in the Public Schools of Massachusetts.

**The Century Co.**

**A Minimum Course in Rhetoric**—By Henry C. Badger. Held rigorously to fundamentals, less than 100 pages of teaching text in a book of 450 pages, 17 appendices for reference, voluminous exercise material, and an admirable cross index.

**The Gorham Press.**

**Methods of Teaching Vocational Agriculture**—By Samuel H. Dadisman. Includes an exposition of the Smith-Hughes Act and its working; a detailed curriculum and methods for each of the four years.

**Thomas Y. Crowell Company.**

**Work-a-Day Heroes**—By Chelsea Curtis Fraser. A book of fascinating stories of achieving representatives of a dozen occupations, from miner and steeplejack to the air mail.

**The A. N. Palmer Company.**

**Application of the Method to Spanish, a commercial course.**

**The Macmillan Company.**

**Practical Business Arithmetic**—By Helen J. Kiggen. A very complete text for use in continuation schools, pre-vocational classes, trade schools, and high schools offering industrial courses.

**The Intelligence of High School Seniors in Indiana High Schools**—By William F. Book. A comprehensive and comparative study of various groups.

**D. C. Heath & Company.**

**Chants De France**—By R. P. Jameson and A. E. Heacox. Price \$1.40. A book of French songs (60), emanating from Oberlin College; including solos, duets, quartets and one voice and chorus.





## What are your plans for teaching Music Appreciation next year?

The closing months of the school year naturally focus your attention on plans for the coming term.

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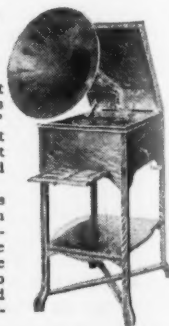
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## NOTES AND COMMENT

It is certainly gratifying to note the growth of the sentiment for all-the-year schools. From the side of the teacher, there is no apparent good reason why he should need a longer annual vacation than does the business or other professional man. In its economic aspects there is even less excuse for the idleness of the millions invested in the school plant, than for the factories and mills and shops and offices to close down for three or four months every year. Tax payers should obviously be as interested to get full returns for their investment in schools as is the financier from his industry. In its social aspect, some one of the other quarters of the school year, would, to many families, be more convenient than, always, the traditional summer quarter, for withdrawal of their children from school. Youth, too, would often find it profitable to have another part of the year than summer, available for wage employment. To break up the school period occasionally for an industrial or other occupation, too, offers a not inconsiderable means of education. And, finally, as providing further educational opportunities for those able and disposed to continue in school for the full 48 weeks, it makes it possible for such as must enter employment in industry, early, to receive in the minimum of years before 16, a maximum of training; and for those who are to complete the full high school course or more, there is afforded an opportunity to gain time during the later and maturer years for higher professional or technical studies. Altogether the existing traditional policy of 30 to 40 weeks of schooling only, each year, is wasteful of money values, disregards important social needs, fails of needed service to short-term pupils and limits the chance of each "to do all that he can."

Among the resolutions adopted at the recent meeting of the Department of Superintendents were the following, briefed: (1) Such provision for national, state and local revenues as will make possible the establishment of nation-wide standards of intelligence, morality and good citizenship; (2) re-affirmation of approval of the principle of the Towner-Sterling bill; (3) asserting that both the county and the state are interested in the citizenship of the individual, both should bear a share in the support of schools, lifting much of the burden from the local district, and so equalize the educational opportunities over the larger units; (4) extending the program of free educational opportunity from the kindergarten through the university; the enacting and enforcing compulsory attendance throughout all the states; (5) advocating close and competent supervision of teaching in every district, county and state; and (6), urging thoroughly prepared and efficient teachers only be employed.

In a recent address on the New World Order, Dr. Charles F. Thwing, long-time President of Western Reserve University, noted certain perils which the family faces. Mention was made of the widespread sharing of woman in industries outside the home tending to "lessen the primacy and narrow the functions of the family." Another peril he found in "the tendency to transfer the responsibilities of parenthood to public agencies." Referring to education and character training, he said, "of course the public schools are essential; but nowadays our children are farmed out all day long to the Y. M. C. A., the Y. W. C. A., boy and girl scouts and other such organizations." And the home accepts release from many obligations for the right training of youth, trusting to alien social and civic bodies. These latter are beyond doubt increments to society, but they make toward lessening the formative value of the home atmosphere. In something of the same meaning it was asserted that "if the movies were one-quarter good in amusing a family for an evening, they are three-quarters bad in separating its members and acquainting them with the bold and daring rather than the brave and noble." With all of which one is inclined to agree.

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# ELSON'S MODERN TIMES and THE LIVING PAST

*From Reviews in the Boston Evening Transcript  
and The Hartford Courant*



"In the teaching of history and in the writing of history for teaching, Dr. Elson has had much experience. . . . He has here endeavored to 'present the history of the world in a single volume and to make the story at the same time attractive and useful to young readers.' To present all this condensed data in a way that will interest young folks of high school age is a great problem. Dr. Elson has gone a long way toward solving it.

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"President Elson has made an admirable condensation of an overwhelmingly wide-reaching subject; primarily intended as a textbook, this history is planned with real imaginative intelligence for that purpose.

"The focusing and fusing of the great eras and events in the long history of the development of civilization throughout the world is managed by President Elson with a breadth of view, and a sympathetic insight into a most complicated and difficult problem which deserves high praise, and heartily expressed appreciation.

"This should prove one of the most inspiring and valuable of modern textbooks of history."—*The Hartford Courant*.

## ELSON'S MODERN TIMES AND THE LIVING PAST

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Athens, Ohio.

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The Huntington Park Union High School has had phenomenal growth and in its present form represents all that is best in equipment and management. The district was organized in 1902, comprising four grammar school districts, the school opening with 35 students and a faculty of six members. There are now, after twelve years and one fire, five buildings on a tract of 20 acres, approximately 1000 students, coming from seven grammar school districts, and a faculty of 38 members. Property in the district is estimated at \$60,000,000. The school is eminently cosmopolitan in that the enrollment shows representatives of 28 states and five foreign countries. At least three other buildings are in contemplation to add to the present group. It is not an easy matter for either Board of Education or Principal, much less for the taxpayer, to provide for such growth.

School finances are of perennial interest, not to tax-payers, only, but, and especially, to those who are charged with providing school revenues. Of 23 cities having 200,000 or more population, Oakland ranks first and Los Angeles third in expenses per capita of population, and San Francisco last; in cost per pupil, Oakland ranks 18th, Los Angeles 20th, and San Francisco 21st. Pittsburgh expends nearly twice as much per pupil as does the lowest in the list. Los Angeles has 24 enrolled in the public schools per every hundred of population, Oakland 33 and San Francisco 14.

The new Oxnard school (\$240,000) has certain unusual conveniences; a 14-acre site with bleachers and track; gymnasium with individual lockers, and a motion picture projection room.

The building program for Riverside includes provision for the joint accommodation of girls and boys in the same building. Whether the new policy is due to a supposed greater economy means or to a better distribution of students to rooms, or to a revised conviction that the segregation of the sexes is unwise, does not appear in the report.

Groups of high school buildings at Reedley—administration building, science building, household arts building, physical training building, mechanic arts building, and a cafeteria, \$450,000.

In Los Angeles in addition to the \$9,000,000 voted two years ago, there is a call for \$17,000,000 for needed buildings and sites.

A new high school at Burlington, \$330,000.

At Taft, in addition to \$380,000 voted a year ago, a new issue has been ordered for \$300,000.

Escalon occupies a new high school building, \$100,000, and has on the way a technical building, the work to be done by students.

Stockton will add an \$80,000 auditorium to the high school group of buildings.

A Rio Vista grammar school erected but four years ago, and which cost originally \$40,000, has, by an unexpected increase in attendance, become inadequate and either another building will be added, or a considerable addition to the present one.

As part of its comprehensive school building plan, Oakland contemplates a million dollar Theodore Roosevelt high school.

## Third California School Typewriting Contest

*San Francisco*

*March 11, 1922*

Was open to students of any school in California who had not used a typewriter prior to August 1, 1921.

Over one hundred contestants from some fifty schools wrote the fifteen minute test prepared by the National Committee.

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The resources of the United States. Fully illustrated.

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Oxnard high school group, \$240,000.

Riverside, elementary school building and junior college, \$500,000.

Willows, union grammar school, \$100,000.

Corona, a new high school, \$150,000.

Orange, an elementary structure, \$60,000.

Chico has just gone into a new high school, \$70,000.

San Pedro, a grammar school building, \$130,000.

Glendale, a union high school, \$85,000.

Bakersfield High School, \$225,000, also science building.

Chaffee Union High School, additions, \$30,000.

Porterville, new grammar school, \$80,000.

Visalia, three grammar school buildings, \$298,000.

Tulare, high school extension, \$150,000.

Waukena, a grammar school, \$38,000.

Pasadena, school buildings, playgrounds, and sites, \$436,000.

State Teachers' College, San Francisco, new building, \$1,000,000.

Lodi high school, \$250,000, grammar school, \$90,000.

A school district in Imperial County, near El Centro, recently voted, 72 to 11, after a six-year effort, to issue \$30,000 of bonds for a school building. The achievement is quite as notable as the endorsement of larger places for hundreds of thousands.

In preparation for the July meeting of the High School Teachers of California an unusual program is being made up. President Horace M. Rabot announces that, based upon statewide survey there will be staged "a scrutiny of every subject taught in the high schools of the state with reference to life's needs." As usual there will be two sections of the Association; at Los Angeles, July 17-19, and at Berkeley July 19-21. There will be a committee of fifteen to note the results of the discussions and subsequently study the problems involved and to file for publication with the secretary of the Association its report before December 30, 1922.

The San Jose Teachers' College, by recent action between State Superintendent Wood and the Regents, becomes, through its Junior College affiliated with the State University. Both in organization and privileges it agrees with the recently adapted relations with the Fresno Teachers' College.

By our C. T. A. membership, California is entitled to 19 delegates to the N. E. A. at Boston, July 2-8, 1922. But one state, Illinois, is entitled to more, yet our relative rank among the states, of members in proportion to population, is twenty-first.

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An elementary treatment of biology with attention to economic and civic problems.

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(For upper elementary grades—333 pp. \$1.20)

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Say you saw it in The Sierra Educational News

Viola School is near Lassen Peak in Northern California. In order to reach her school, recently, the teacher was compelled to snow-shoe her way 8 miles. With such pluck it scarcely needs saying she was at her desk for opening.

In the recent **Children's Exposition** in Los Angeles, it is said more than 100,000 school children participated in the program, with music, gageants, Boy Scout exhibits, sports and playground stunts and an Easter Festival.

**Henry Disston & Sons** of Philadelphia are running in the Sierra Educational News a series of lessons in outline that are being used as the basis for lessons in many schools throughout the nation. In the February issue an outline was given on "How Saws Are Made"; in April, "How to Choose a Saw"; in May, "How to Care for a Saw." These lesson outlines have been prepared by real experts and are worthy of use in any schoolroom anywhere. They are in no sense of the word advertisements, but rather, real lesson material.

On March 14, there was, in Washington, D. C., a distinguished gathering to consider public health. The conference was called by Hugh S. Cummins, Surgeon-General of the Federal Health service. That children and youth may be assured of right health habits, that home and school shall assume their rightful responsibility for this training, that the general public be made intelligent in matters of groups and community health conditions and the means for their improvement, would seem to be an acceptable program for any neighborhood; all this to the two-fold and that individual and social life shall be made safer and happier, and a maximum of strength and vigor be achieved for one's labors,

The **Santa Monica City** Board of Education has begun the publication of an official paper, "Physical Welfare," primarily concerned with health problems in the four departments—Health and Development, Physical Education, Domestic Science and Biology. Superintendent Rebok very aptly says: "The physical welfare of human beings, health and the conditions that make for health, are the most important subjects with which they can concern themselves." The paper, the first number of which is just out, consists of four 9x11 pages, full of sensible instructional material, and is to be sent regularly into the homes. Akin to the limitations upon effective living and working noted by Superintendent Rebok, is the widespread defect in eyesight. Statistics covering many years show that nine out of every ten over 21 years of age usually have imperfect sight. Examination of several thousand school children, also, in one of our larger cities showed that 66 per cent of them had defective vision, making the use of glasses desirable. Of 10,000 employees in factories and commercial houses, 58 per cent had uncorrected faulty vision and 33 per cent with defects that had been corrected. By the Eyesight Conservation Council of America it has been found that more than 20 per cent of

## New Books on Mathematics

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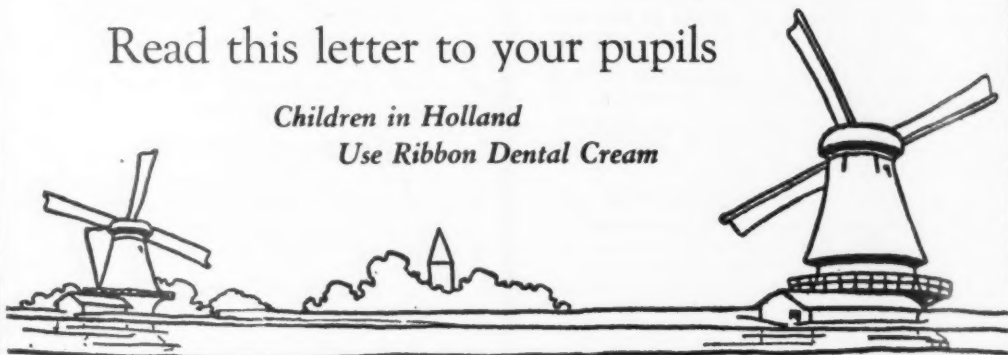
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I went to visit my birth-place: a seaport town called Den Hilder which is at the very tip-top of the Netherlands, on the dykes of the North Sea. I called at an apothecary's there, being prepared to accept some substitute for the soaps, etc., I was accustomed to at home. The proprietor asked me what I wanted.

"What I am afraid you haven't got!" I answered, "Colgate's Cashmere Bouquet Soap."

"Large or small cakes?" he answered to my amazement as he put two boxes before me.

"But you don't keep Colgate's Dental Cream?" I asked.

"Large or small size?" he asked, and produced both sizes.

I determined now to see how far I could go, and, immediately upon my request, he produced your shaving stick, Violet Talc and Cashmere Bouquet Powder!

As I know the American tourist hardly ever penetrated to Den Hilder, I asked him why he kept such a full stock of your products.

"Oh," he replied, "the best of our own people use the Colgate soaps and perfumes."

For the moment I had forgotten that I was in the land of cleanliness; your slogan ought to be "Wherever there is cleanliness, there is Colgate's."

I thought you might like to know!

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Very sincerely yours,

(Signed) EDWARD W. BOK

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Say you saw it in The Sierra Educational News



rural children, also, have definite eye defects. Approximately three-fourths of rural schools do not use eye testing. Possible disagreeable or injurious effects of neglected eye disturbances are named by Dr. Wood, of the Council, as follows: "It is commonly conceded that defective eyes with imperfect vision cause headache through the forehead or the back of the head, or both; blurring of sight, though in farsightedness with eye strain vision may be exceptionally good, especially for distant objects; nausea and dizziness, sometimes disturbance of digestion, with resulting malnutrition; nervous exhaustion; nervous irritation and lack of nervous control, shown in muscular twitching of face, arms and legs, or in winking frequently and squeezing the eyelids shut; mental inability to grasp an idea presented through the eyes; retardation in school, and, in rare cases, convulsions." How far the schools with their predominant use of books—and fine-print books—are responsible for these conditions remains to be discovered.

Among the sinews of civilization an editorial in a recent daily newspaper names the schools, and comments as follows: "If ideals of character go lax in the school, who can repair that damage? The school's first business is not chemistry, but character. The school's first business is not to teach philosophy, but principles. The school's greatest business is not literature, but life. We may have correct scholarship, but we must have correct citizenship. If our schools have loose ideas of character and citizenship they cannot give us trustworthy characters and citizens. If mothers are taking more interest in their daughters' stockings than they are in their daughters' souls, then the ship of state is headed for the breakers. If fathers are sensual and selfish and bent on material gain and so teach their sons, then, as with many another republic, getting unholy pleasure and gain at any cost, it is only a question of time when we, too, shall make the mad plunge into perdition. It need not be so. Let us say that it must not be so."

Matching the slogan, "trade follows the flag," has come the more modern one, "markets follow education." Brent A. Tozzer, an American manufacturer, after a tour of industrial observation through the Far East, says, "There will be no market for labor-saving machinery there until the people become more educated. It pays in that country to hire hundreds of coolies to do the work of one machine. . . . People don't want machinery, don't need machinery and can't use machinery until they become educated." Education gives value to human life and to the time and effort of human beings and prepares the way for labor-saving equipment. Education also provides the knowledge without which it is impossible to use machinery. Education creates wants for the things machinery will produce. The first and greatest export to the Orient, therefore, must be Western education. So comments, wisely, a recent editor.

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The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California the following textbooks:

Text or texts in physiology and hygiene, to consist of not more than two volumes, for the elementary schools.

Manuscript or sample book of the above should be submitted to the Secretary of the Board, at his office in Sacramento, on or before September 1, 1922.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bids for textbook in hygiene," may be submitted on or before the hour of 4 o'clock p. m. of September 1, 1922.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education, at Sacramento.

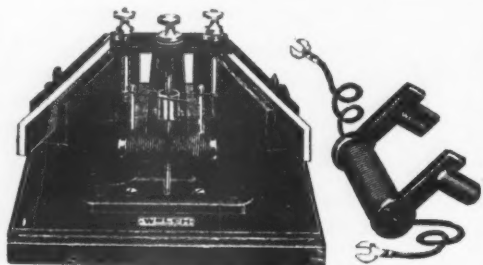
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Say you saw it in The Sierra Educational News

There seem to be, now, 20 states that have organized their Teachers' Associations on the California plan, with an official organ and a permanent secretary. Michigan is the latest addition to the list. It has 14,000 members in seven sections. One hundred and sixty-eight schools have 100 per cent enrollment. Of Detroit's 103 schools, 48 are in the 100 per cent class. Of 27 Lower Peninsula 100 per cent schools, 27 enroll, in the aggregate, 402 more members than there are teachers; and of 110 schools reporting over 75 per cent of membership, there is an enrollment of 5668 members to a teaching force of 4658. These are interesting facts for California teachers. Beside the State Teachers' Association, there is also a State Federation of Teachers' Clubs, 46 in number.

The W. M. Welch Scientific Company of Chicago has established a local branch in California. C. F. Weber & Company, through their San Francisco and Los Angeles offices, will handle the entire Welch line of scientific and laboratory apparatus, including Physics and Chemistry laboratory apparatus and supplies; agricultural apparatus and supplies; biological apparatus and supplies; projection apparatus, lantern slides, etc.

One consequence of the consolidated school and the transportation of pupils on a regular schedule, has been the ousting of the country truant officer. This was scarcely to be expected. Of 12,000 such schools served by reliable drivers of the school bus, many find that inclement weather has no effect on attendance, except to make it more regular. Morally, the journey to school has been improved, and every child is accounted for.

It was recently noted in these columns that English schools for girls and women objected to athletics for their students. The action of this body of teachers has called out a ringing response from a gymnastic society, recommending "athletic games as an escape of primitive instincts and inherited tendencies which otherwise have no outlet in civilized life; as a preventive of cattishness and shrewishness, or morbidity, and in every way helpful to the maternal instincts and responsibilities." The rejoinder was neither half-hearted nor equivocal.

An illuminating address was given recently before the Honor Society of Riverside Junior College, by Dr. Arthur H. Noyes. It presented "Research in Its Human Aspects," in both a comprehensive and thoroughly intelligible way. The monograph is one that might well be filed and used by high school teachers generally.

At Los Angeles, in connection with the Southern Branch of the University, the Regents have established a full Teachers' College. It will confer the bachelor's degree, or other equivalent degree, upon the completion of a four-year undergraduate course. The provision is similar to that in the other California State Normal schools, recently erected into Teachers' Colleges.

## GINN & COMPANY'S BOOKS Commended For Their Wearing Qualities

In an investigation recently made by Ginn & Company these publishers were greatly pleased to find that in the California high schools, where a great many of their books were purchased at the time of the general introduction of free textbooks, the books manufactured in The Athenaeum Press have stood remarkably well the wear and tear of the free book system. The following letter recently received by the publishers from Miss Brown of the Modesto High School not only gives a side light on the binding of the Ginn output, but also gives some valuable hints to others with reference to the care of free books. Miss Brown is an expert.

Modesto, Calif., Feb. 28, 1922.

Ginn & Company,  
20 Second St.,  
San Francisco, Calif.

Dear Sirs:

For the past three years I have had charge of the Modesto High School Book Store and the care and distribution of our Free Texts.

During that time your books have been subjected to the usual wear of free texts. We cover our books, fine the pupils for marking and defacing them. When pupils are through using the books they are returned to the Book Store, the edges sandpapered, all marks having been previously removed by the pupil. I might say that when sandpapered, the book is put in a vise, sandpaper wrapped about a small piece of wood, and all finger marks removed. This gives the book, when recovered, the appearance of being new. With this care, we think our books will last us, at least, four years. Some of yours will probably be in use six or seven years. I have had to replace only two of the New Hudson Shakespeare which were broken. We have about 650 New Hudson in use. The Robinson, Breasted and Beard Histories stand a wonderful amount of rough usage. Very few have had to be discarded or repaired. We have 330 of these books in use.

Muzzey's American History and Long's Literature while not so extensively used and as roughly handled are well bound. Not one has had to be repaired yet.

On the whole, I feel your books are well constructed and adapted to the rough school handling which a free text receives from our high school pupils. About one-third of our 1000 pupils come in machines from the country and they carry their books back and forth. We have books from other companies which have to be repaired about every year. Some are so poorly bound they fall to pieces while I am covering and stamping them.

Very truly yours,

FLORENCE BROWN.

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Say you saw it in The Sierra Educational News



Among the states, California ranks twenty-second in the number of pupils per teacher, but ninth in the number of dollars spent per pupil. Of the nine states standing highest in per capita expenditure, seven belong to the Far West. Among the states, too, California stands third in the number of rural school teachers who have had two or more years of college or normal school training; Massachusetts and Arizona, only, standing higher. In North Dakota the percentage is 4.9, which is not surprising, and in Minnesota 8.2, which is astonishing, 14 southern states ranking higher.

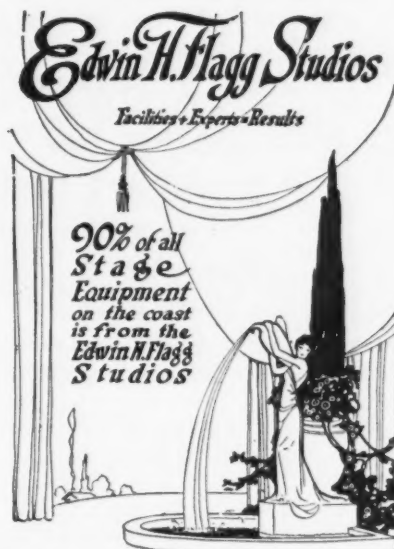
In connection with the State Teachers' College, San Francisco, the State Board of Education has acquired property and will erect a special building for the training of teachers of children of foreigners and home teachers for Americanization work. It is a new and forward step in preparing for intelligent work in the Americanization of those who most need it.

Avalon, on Catalina Island, 30 miles out from San Pedro, in the Pacific Ocean, as a municipality of the sixth class among California communities, has a system of public schools and its own high school. It maintains a branch of the Los Angeles County library, which serves both the schools and the town.

In the interest of the atypical school child a conference was held in Oakland recently, with representatives from the local and state departments, and various sections of the state. Among the latter was Dr. Grace M. Fernald from the Southern Branch of the State University. If there be not more need of understanding the abnormal mind for learning, there is at least an aroused interest in the group which is responsible for much expert critical study.

A unique contribution to the school hot-lunch idea comes from Ukiah, California. The daily hot lunch is a co-operative product. Ingredients for the soup are brought by the children from home. By one it is a potato, another an onion, a few dried beans or other trifle from the family's supply. The local Red Cross nurse sends daily suggestions to mothers about wholesome lunch baskets. The Parent-Teacher Association, the Elks and the Red Cross chapter contribute to the general support. Here is developed a fine consciousness through intelligent social effort. Not only are children improved in health, but because of this united effort of many there is growing a sense of mutual helpfulness and responsibility.

Apropos of certain recent more rational estimates of athletic values, a certain metropolitan daily paper announces its purpose to "curtail the space given to commercial sports and devote more attention to amateur." The one produces more athletic skill; the other a sound citizenry. If this movement results in the practice of providing "athletics for all rather than all for athletics," the change will be enormous and entail even greater general benefit.



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Say you saw it in the Sierra Educational News

The California School of Arts and Crafts, Berkeley, announces a statewide competition for four scholarships, two for the full school year, beginning July 31, 1922, two for the Summer Session, to be held in Berkeley from June 19 to July 29. The competition is open to California high school pupils who graduate during the school year ending June 30, 1922. The competition is based on original work by students from any four of eight divisions of drawing, color and design work. All drawings submitted must reach Berkeley by noon, May 15, 1922.

A controversy occasionally arises as to the registration of students at the two large American Universities, Columbia and California. The figures of our Recorder of Faculties shows that, exclusive of the Summer Session and the University Farm at Davis, California has 43,266 against Columbia's 32,420.

The Colgate classroom helps consist of graphic charts, stories, games, reminder cards and trial tubes of Ribbon Dental Cream. The Colgate page in the April issue of this magazine pictures a game that can be made the basis for a most interesting lesson in dental hygiene. Teachers interested in securing the Colgate helps can do so free of charge by using the coupons in the April, May or other recent issues.

It is astonishing the number of Travel Tours that are being organized among teachers and mainly, by the schools themselves, or by representatives of the schools. They cover four to six weeks and usually have definite objectives, in addition to recreational purposes. In addition to an Art Tour through the United States, the University Extension division will take a group of French students through Europe, leaving New York May 19.

Assuming that the schools of the country enroll 20,000,000, and that 10 per cent of them (a liberal estimate) fail of promotion but continue in school, the extra cost for their re-education is not less than \$70,000,000. If but 5 per cent should be eliminated by better teaching there would still be a saving of \$35,000,000. If school boards have a real desire to economize and economize in school expenditures, the condition noted offers a fine beginning. A city the size of Berkeley by reducing the number of repeaters from, say 500, to half the number would make a saving of from \$10,000 to \$15,000, or an amount equal to the salaries of ten or more teachers.

Mention has been made in these columns of a fund of \$30,000 provided to aid in the observation of super-normal children and to follow their careers into maturity. The money is in the care of Professor Louis Terman, who will direct the study. So far as known in this office, the first individuals to be recommended are six pupils from Contra Costa County. They are all under 16 years of age, and one but 10, who made a mark of 170 in an intelligence test conducted by Mrs. M. L. Holloway, statistician.

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J. M. Hahn has severed his connection with the Fisk Teachers' Agency and has established an agency to be known as the J. M. Hahn Teachers' Agency. The new agency will be located in the Wright Building, Berkeley. For many years Mr. Hahn has been prominent in teachers' agency work on the Pacific Coast. The successful experience he brings to the new venture assures its success.

Mrs. Emma L. Dacre, President of the San Francisco Grade Teachers' Association, has been designated to head the delegation to the National Education Association convention in Boston next July. She will be accompanied by five other representatives.

The State Teachers' College, San Francisco, is out with a preliminary announcement of the Summer Session, June 26 to August 4, 1922. With a faculty of 40 already secured, the list of courses goes well beyond a hundred. To the regular faculty have been added, for the special term, twenty or more specialists from outside. In this connection, too, it should be noted that additional grounds have been procured adjacent to the College for a new building to cost in the neighborhood of \$1,000,000.

Under the direction of F. W. Hart of the School of Education of the University and upon County Superintendent Wm. H. Hanlon, there has been for some months carried on a critical survey and testing of the Contra Costa County schools. The results will be published and both County Superintendents and teachers of other parts of the state will find it worth consulting. The State Department has shown an interest in the work and officially inspected it. It is understood that Professor Hart has undertaken a similar survey and ranking of schools in San Rafael.

Of the National Council of Teachers of Social Studies, elsewhere described in this issue, Albert E. McKinley, editor of the Historical Outlook, Philadelphia, is present. There is an advisory board of fifteen members and an executive committee of four, of which R. S. Ashley, head of the department of Economics in the Pasadena High School, is a member.

A recent survey of the Parent-Teacher Associations names the following among the services rendered: child welfare activities, naturalization classes, serving hot lunches in the schools, distribution of flags, supporting efforts against child labor, endorsement of educational measures in the legislature and in Congress, the simplification of dress for school girls, better moving pictures, work for public and school playgrounds, encouragement of thrift through savings accounts (banking several hundreds of thousands of dollars), and encouraging the selection and use of wholesome books for children. One wonders whether any agency has done more for education in its large meanings.

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Say you saw it in the Sierra Educational News

The School Arts Magazine for February will be found very helpful to teachers of the art crafts. After an introductory characterization of Auguste Rodin, the great sculptor, there are articles on the history of pottery—designs and decorations; cement, even in the elementary grades; modeled leather, china painting and decoration; paper modeling and an admirable consideration of the relations of art and industry. An editorial by Professor Lemos gives a fine conception of the value of drawing in the schools, and expresses his conviction from experience that "the private school student in most locations receives very little thorough training in comparison with that given in public schools."

Seventy-five years ago the American flag went up in California, and El Monte, the end of the old Santa Fe trail, has just celebrated the event. A new concrete bridge has been thrown across the pioneer ford. A pageant representing the old days, with ox-drawn prairie schooners filled with pioneers of the day in costume, were met, in procession, at the new bridge, by a line of automobiles. It offered a telling lesson to the youth of today, and to thousands of adults to many of whom, also, the old times are as strange as are the doings of the Romans or mediaeval barons.

Along with the much current controversy as to the propriety of women smoking, and the injury to the young from using tobacco, it is interesting to note, and suggestive of the long road we have traveled, that when tobacco first reached England, it was enjoyed in common by both sexes. In the seventeenth century, according to John Ashton, "it was not only usual for the women to join the men in smoking, but in Worcestershire the children were sent to school with pipes in their satchels, and the school-master called a halt in their studies while they all smoked—he teaching the neophyte."

In lieu of all other periodical publications, the American Red Cross has begun the issue of "The Red Cross Courier," a weekly publication, \$1.00 a year, and maintained by subscription in the customary way. President Harding was among the "charter subscribers" and expressed confidence and the heartiest endorsement in the undertaking. A subscription to The Courier, beside aiding a good cause is a source of profit to the reader.

There have come to the editor's desk two copies of "The Gong," "a monthly 8-page paper published by the Student Body of the Thirtieth Street Junior High School," Los Angeles. Both composition and press work are done by the printing classes. Contributions are mainly from pupils. The English used as well as the material is well chosen and careful. It is a sensible paper and well edited.

Dean Walter Morris Hart announces that leaflets describing the courses in detail for the coming Summer Session may be had by applying, California Hall, University of California, Berkeley.

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Say you saw it in The Sierra Educational News



Notwithstanding the excellent service being rendered by Miss Ethel Wagner in San Francisco, under the provisions of the part-time education act, the situation is alarming rather than discouraging. She reports 2000 between the ages of 12 (why so young?) and 18 years of age, earning their own living and attending the part-time classes. Such youth are entitled, under the law, to four hours a week for study. Either their parents (if they have any) or their employers, or both, do not know of this provision (why?) or disregard it. Miss Wagner says "there are yet about 4000 young business people who have not been reached."

It appears that the Touring School for migratory workers in California has been even more successful than was hoped. So far as known, the first school of its kind in the United States was opened at Saticoy in Ventura County in the walnut fields, with 74 children; thence to the cotton fields in Kern County; thence following the crops as they matured. Thanks to this provision, children who would else have no schooling do have every year an opportunity for the elements at least.

At the recent meeting in Chicago, President C. L. Phelps of the State Teachers' College, Santa Barbara, was elected to the Committee of the National Council of Presidents of Teachers' Colleges for the three-year term.

In a recent discussion of the question, "What is wrong with the schools?" there were named, low standards of teachers and low salaries; failure to make the pupil control; and too much clinging to the traditional instead of the scientific in teaching. One gave it as his opinion that "the 8,000,000 children between the ages of six and nine years receive a training that is unequaled," adding, also, that the "enthusiasm that runs through the high school years" is altogether encouraging. By pretty common consent, the crucial years for effective training comprise the grades from the Fourth or Fifth to the Eighth, inclusive. The reorganization of the upper classes into the Junior High School should reduce this area of ineffectiveness to the so-called intermediate grades. What have the teachers of these grades to say?

Oregon is among the states making strenuous efforts to change their school system from the district to the county plan of control and support. It is true that nearly half the states have an exclusive or modified district administration. It is expensive, unequal in school opportunities, subject to many local prejudices, inefficient in teaching, lacking in supervision and tends to isolation and social inequalities. If education be primarily a state function, the larger units of direction must, in time, prevail.

In our June issue will appear reports of the California Council of Education meeting on April 8th. Such preliminary committee reports as are in form to publish will also appear in June.

## Pitman's Shorthand

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# HOW TO CARE FOR A SAW

## *A Lesson In Outline*

*(A) It is not difficult to keep a saw in condition to do good work. All that is required is a knowledge of what is necessary and some attention to the saw while in use. However, no tool so well repays you for your work in caring for it properly as a saw. A saw which has been abused is usually worthless as a cutting tool while a good saw properly cared for should be an efficient tool for a lifetime.*

1. The important things in the care of a saw are (A) to keep the sharp, quick-cutting tooth edge in as nearly as possible the same condition as when new, and (B) to see that the blade is free from rust and kept in such condition that the saw will not "bind" in the cut.
2. As a saw is used, the teeth wear down and it becomes necessary to resharpen them occasionally, and at longer intervals, to reset them. Great care should be taken in filing and setting saws. In the majority of cases, when a good saw no longer cuts properly, the trouble can be traced to incorrect filing or setting of the teeth. (Our next "lesson in outline" will tell in detail how to file a saw).
3. Saws are specially toothed, set, and filed for different kinds of work. When trouble is encountered it is well to consider this point. There is a decided difference, for example, between a saw intended for interior finishing, and one intended for rough construction work.
4. The blade of a good saw is taper-ground so that it will "clear" easily in the cut. A rusty saw will not do this because rust means pitting and a rough, uneven blade. Moisture against a steel surface, unless that surface is protected, means rust. Protect the saw blade. When you finish using it, rub the blade with an oiled cloth.
5. Last of all, a saw is a fine tool. The teeth are filed to accurate, razor-keen points. The blade is ground and shaped to very exact measurements. Handle a saw carefully. Do not drop it down on a bench but place it away carefully where the tooth-edge will be protected. Do not throw it down where the blade may be strained or broken.

*(B) The above is only an outline of the more important points. Information of this kind is given in detail in several booklets grouped under the head of "Disston Educational Aids." In many schools these books are used as textbooks. We will be glad to send sample copies to interested instructors. Address Dept. N.*

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**Henry Disston & Sons, Inc.**  
PHILADELPHIA, U. S. A.

*The June issue will contain an outline lesson on "How to File a Saw."*

Say you saw it in the Sierra Educational News

What has come to be familiarly known as the Davis Farm School of the University of California is hereafter to be known as the Northern Branch of the College of Agriculture of the University. Heretofore a secondary school, it has been erected into a Junior College and next Fall will organize Freshmen and Sophomore College classes. It will have its Director as does the Southern Branch of the University, located in Los Angeles. Claude Burton Hutchinson, late of Cornell University, has just been appointed to the position.

In co-operation with the Board of Health, five special school children's clinics have been opened in San Francisco. Medical and health specialists are in charge and mid-morning bread and milk lunches and lunch classes are to be put into all the public schools. These are provided for by the City Tuberculosis Association.

For higher education, at least, American wealth is generous. In the three decades since 1890, Columbia University has received gifts amounting to \$42,259,284.

More intelligent publicity for the schools is coming to be an ideal throughout the country. If the public is expected to pay for education, it has a right to know what is being done, the means employed and its utility from the public's point of view. "Such publicity is as vital to education as is proper advertising to the manufacturer and the retailer."

"There should be a playground of at least ten acres area in juxtaposition to every school. That may sound unreasonable, but let us get back to first principles and one can readily see how necessary playgrounds are in the education of children. There are a lot of philanthropic societies which are working for the elimination of disease and poverty. There is only one right way in which these evils can be eliminated, and that is at the source. If the bodies and minds of children are built up to withstand the ruthlessness of nature, a big step will have been taken to eliminate disease and poverty. The best way to build up a new race, healthy and strong, is by the co-ordination of schools and playgrounds. It is the duty of education to produce a better and abler type of man and woman. This can only be done through the schools and the playgrounds, and thus the playgrounds of a city become the foundation stone of good citizenship." So said, recently, in San Francisco, Henry Beaumont Herts, New York architect and playground designer. There are some cities where, instead of ten acres for each school, the play space is less than the indoor floor space; shameful, too!

As an example of thrift, pupils in the public schools of Greater New York deposited in school banks, in the 70 months from February, 1916, to December 1, 1921, \$1,504,247.82. After withdrawals through the years, there remains a deposit of nearly \$166,000. There are approximately 150,000 depositors in 260 schools.

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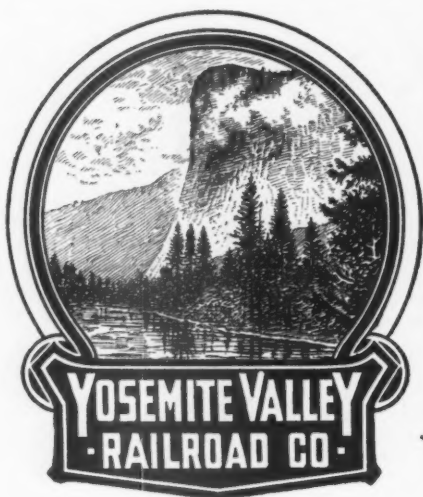
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of four students recently awarded field fellowships in France, from the University, one, Lloyd P. Bradley, B. S. 1919, has been a teacher in the Modesto high school.

Professor Meiklejohn of Amherst College is of the opinion that "the paid coach is the greatest danger to the development of general collegiate sports." Any thoughtful school man is ready to agree with him.

Edward A. Fitzpatrick, secretary of the Wisconsin State Board of Education, speaking of the Continuation School, says:

"Some of the schools, instead of being dominated by the educational motive, have been dominated by the industrial motive. The result is merely more skilled workmen instead of better citizens in an industrial society. Education has been directed too much to manipulative skill and too little to educational results. Continuation education has exactly the same problems as general education and is directed to the same result, the education of a human being to a greater personal, social and industrial efficiency. The difference is in the emphasis placed on the industrial materials of instruction."

A study of 23 smaller Michigan High Schools (averaging 160 pupils) revealed 24 school activities other than academic work. Twenty-nine had to do with music. There were three science clubs. Nineteen were distinctly English, and two in foreign languages. Nineteen of the 23 schools reported athletic associations. Aside from the English department, but four schools supported societies that grew out of classroom or laboratory exercises. It is an unfortunate showing that so few activities, voluntary, associated efforts, should issue from the actual teaching. Voluntary, self-directed groups should follow as naturally from history or civics or applied mathematics—none of which were represented in this study, as from athletics or music. Teaching has, among its purposes, the stimulation and direction of abiding interests, whether the study be language, science or civics-history. What results would 50 California smaller high schools show?

New York City will conduct a campaign in the Boys' High School to induce more men to prepare for teaching. A similar effort was made a year ago, and 43 men entered the city's training schools as a result. For the current year, speakers have been engaged and assigned to the schools, who will show the advantages offered in the teacher's profession, in remuneration, tenure of office and pension, and the opportunities it offers for service, both to students under him and to the community.

The New York City education department, even, along with other less pretentious systems, is interested in the National Education Association membership competition. So early in the campaign three public schools report 100 per cent enrollment, and several others above 75.

## The Choice of 300,000 people

The goodwill, prestige, strength and influence of a financial institution is measured largely by the number of people who patronize it.

The fact that 300,000 people are depositors of the Bank of Italy evidences the high regard in which it is held.

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Say you saw it in the Sierra Educational News

## Can You Use a Motion Picture Projector in Your School?

—or in your church, Sunday school, lodge rooms, etc. You will be surprised to find out how simply you can make your classes more interesting, liven up your church affairs, or give paying entertainments.

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On California High School list and many County Supplementary lists.

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This is to announce that I am severing my connection with the Fisk Teachers Agency and establishing an agency under my own name. If this meant merely "another teachers' agency" in an already overcrowded field, small excuse could be offered; but it is my ambition to organize and conduct the very best agency on the Coast, with the greatest efficiency and the highest professional standards.

I have also associated with myself in the new agency, Miss Blanche Tucker, who has for several years been in charge of the Grammar School Department of the Fisk Agency. Her efficient and discriminating service has made her favorably known to a large number of teachers and school officials.

Any opportunity that school officials may afford us to justify the new venture will be appreciated. Prompt attention and careful service are guaranteed.

You are cordially invited to call at our office.

Respectfully,

Registration invited.  
**J. M. HAHN**  
**BLANCHE TUCKER**  
Managers

**J. M. HAHN,**  
2161 Shattuck Ave., Rooms 35-38  
Berkeley, Calif.

Say you saw it in the Sierra Educational News

It is reported by State Superintendent Wood and upon an investigation by Miss Corden, Supervisor of Attendance, that many Indian children are having this education neglected, both on and off the reservations. School boards do not always take more interest in them than to increase the schools' revenues and Congress has been derelict in failing to rebuild houses where needed.

Mention has been made of an arrangement to take teachers from the states to attend a Summer Session of the National University of Mexico for a study of Spanish and of Mexican institutions. Several are planning to attend from our State University; and now, Los Angeles reports more than 40 teachers enrolled for the visit. Instruction will be offered in Spanish literature, history, art, education, geography and commerce.

In the Livermore high school has been opened a savings bank similar to that used in the elementary schools. It is affiliated with the Bank of Italy, and the students were recently addressed by representatives on thrift and savings. A recent statement went the rounds of the news to the effect that Pennsylvania was making such strides in school savings, that "the state would soon pass California in such deposits." One city, Pittsburgh, reported savings of more than \$200,000.

Similar to the practice of Chicago, of which mention has been made, Oakland is to expand the visual instruction in the schools to include the pictured presentation of the industries of its own and neighboring localities, for the use of classes. By slides and moving pictures will be shown agricultural scenes and products in our own and other states and manufacturing processes and equipments.

Los Angeles High School has a paper printed in both Latin and English, issued fortnightly by the Latin Department. It is a unique form of boosting for the classic tongue and comes wholly from students.

In many schools throughout the state early May is recognized as Spring festival time. Folk games, athletic contests and outdoor sports are being widely recognized as opportunities for demonstrating the work being done in physical education and health exercises. Physical education week is among the most important of these special publicity occasions.

Of 760 opinions from 500 schools in answering a questionnaire on the value of visual aids (primarily motion pictures), sent to 1500 school executives, 220, or 29 per cent, reported disappearing of their educational value; the answers ranging from a curt, "a passing fad" or "useless," to "mere amusement" or "merely informational." Five hundred and forty regard them as potentially wholesome, from an estimate "of great value" to "the greatest influence in world education since the invention of printing." Make your own choice; but let it be an intelligent one.

## STANLEY "Everlasting" CHISELS



No. 50

Stanley "Everlasting" Chisels have made good with the carpenters—hence their value and popularity in the educational field.

They are made in two styles, with beveled and square edge. No. 50, shown above, is representative of the line.

Head, shank and blade are forged from one piece of tool steel, insuring strength, durability and providing for maximum efficiency.

Handle of selected hickory, well finished and fitting snugly into ferrule. Special patented construction prevents handle from splitting.

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The summer session gives opportunity for students to secure a full semester's credit in shop or laboratory courses by lengthening the periods for this work during the summer sessions. A half semester's credit can be secured in five hour academic courses.

Summer Session credits apply on work required for the diploma or degree given by The Stout Institute.

The following groups of courses are offered:

**Vocational Education**—7 professional courses, 27 shop courses

**Industrial Arts**—33 courses

**Household Arts**—24 courses

**Science and academic work required for diploma or degree**—26 courses

**Athletic Coaching**—5 courses

Catalog giving outlines of courses, schedule of classes for summer session, and full information as to qualifications for entrance, requirements for graduation, and expenses for summer session or academic year, will be sent to anyone on application to

**L. D. HARVEY, President**

The Stout Institute Menomonie, Wisc.

## SIX WEEKS OF "BEING ALIVE" Summer O. A. C. Session

JUNE 19

JULY 29

## ANNUAL CONVENTION OF THE American Home Economics Association

August 1-5

### SOME VISITING LECTURERS

Professor R. A. Immel, University of Michigan; Dr. W. G. Anderson, director of the Yale University gymnasium; Henry L. Southwick, president of the Emerson College of Oratory; Dr. Edward T. Devine, editor of the Survey; Professor Eugene F. Bradford, director of admissions, Syracuse University; Professor Rollo A. Tallcott, formerly dean of the College of Public Speaking, Valparaiso University, and Dr. R. M. Wenley, head of the Department of Philosophy, University of Michigan.

### VISITING INSTRUCTORS

Agnes Donham, Family Budgeting; Dr. Ruth O'Brien, Testing of Materials; Genevieve Fisher, Federal Agent for Home Economics for Vocational Education, Methods; Nola Treat, Institutional Management; Mary F. McAuley, Marketing; Dr. Caroline Hedger, Child Care; Edmund Gurney, Tailoring. For full staff of 75 instructors in 148 different courses, see Bulletin.

Registration Fee of \$10.00, admits to all classes

For Bulletin with full information write to Director of Summer Session

Oregon Agricultural College, Corvallis, Oregon

## Zaner Method Writing

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Beginning June 26, 1922

A special course in Penmanship and Methods for teachers and supervisors of writing and persons desiring to improve their handwriting will be given in the *San Francisco State Teachers College*, Buchanan and Waller Streets, San Francisco, California, under the direction of *R. E. Wiatt*, supervisor of writing in the Los Angeles Public Schools, *Miss Marietta C. Ely*, assistant supervisor of writing, Los Angeles Public Schools, and *Miss Bertha Taylor* of the Teachers College.

*This is an unusual penmanship opportunity. Write to us for further information. Make arrangements early.*

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## Bids Wanted For Textbooks in Citizenship

The State Board of Education of California hereby invites authors or publishers to submit sealed proposals or bids for the sale or lease of the right to publish and distribute in California text material in citizenship to consist of not more than two volumes, one of which shall be for use in the seventh and eighth grades of the elementary schools; the other, for use in grades below the seventh.

Manuscript or a sample book of the above should be submitted to the Secretary of the Board, at his office in Sacramento, on or before September 1, 1922.

Bids for the sale or lease of such rights, inclosed in a separate sealed envelope addressed to the Secretary of the Board, itemized according to specifications, and marked "Bid for textbook in Citizenship," may be submitted on or before the hour of 4 o'clock p. m. of September 1, 1922.

Specifications giving rules and particulars concerning this matter may be had upon application to the Secretary of the State Board of Education at Sacramento.

STATE BOARD  
OF EDUCATION

WILL C. WOOD, Secretary

Sacramento  
California



By authority of the State Board of Education Commissioner A. C. Olney is charged with the appointment of a committee to critically examine the American history text in use. There is particularly to be noticed the material concerning "Americanism and the traditions of the Nations," and will include an investigation of supplementary references as well as the adopted text.

In the Oakdale high school pupils of the commercial classes, as a part of their practical work, are keeping the books of the school district. A first balance has been taken and found to be perfect. At the end of the year a financial statement will be filed for the fiscal period.

Occasional unfavorable comment has been made upon the work of Commercial Schools and classes, and of their graduates, because of inadequate preparation. Mr. J. A. Bexell, recently summarized the deficiencies as follows: Lack of intensive training in a specialty, such as accounting, stenography, commercial law or economics; insufficient foundational training in English, mathematics and science, and insufficient training in student activities. To which was added that every such teacher should have at least a year's practical experience in business. And let it be recognized that Mr. Bexell is Dean of a School of Commerce.

Of Ohio's school enrollment of approximately 1,000,000, there were reported 180,000 children last year who failed to do passing work for promotion. To reteach these for another year will cost, it is estimated, about six and a half million dollars. Will some one report California's experience?

"Class consciousness is to be commended, but a desire for class domination is the most insidious virus in American life today. If persisted in, it will result in institutional instability and insecurity." And nowhere is the influence worse, or the danger greater, than in the management of education.

Californians, both adults and youth, are book-users. Excluding professional, i. e., law, medical, theological, technical and educational, libraries, the 42 county libraries, 139 city libraries and 182 branch and deposit stations, the borrowings for 1921 reached nearly 17,000,000, or five volumes per capita of population. In Madera County, heading the list, it was nearly nine volumes. San Diego and Lassen Counties came next with more than eight per capita loans. It represents a noble record of service.

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This summer a larger number will be selected. In each case a good salary and liberal bonuses in addition will be guaranteed. Some will earn \$18 per day, some \$12, some \$9; none will be paid less than the stipulated salary considerably larger than the average teacher's salary. Allowance for railroad fare will be made and a chance for a permanent connection will be given.

This is a real and unusual opportunity. If you desire to be considered put in your application TODAY. Preference given those who apply FIRST and can work LONGEST. Write now for Application Blank. Address Lee P. Rayburn, Manager.

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## EDUCATION AND LIFE

ONE of the great problems now confronting teachers and school officials is to make education practical. ¶ In recent years, life problems have become so numerous, so complicated, and so far-reaching that it has become imperative that the youth of the country shall be so trained in school that they may readily grasp the fundamentals of the problems that will confront them in later life. ¶ In other words, some medium must be found to connect school work with life work so that there may be no awkward and costly hiatus between them.

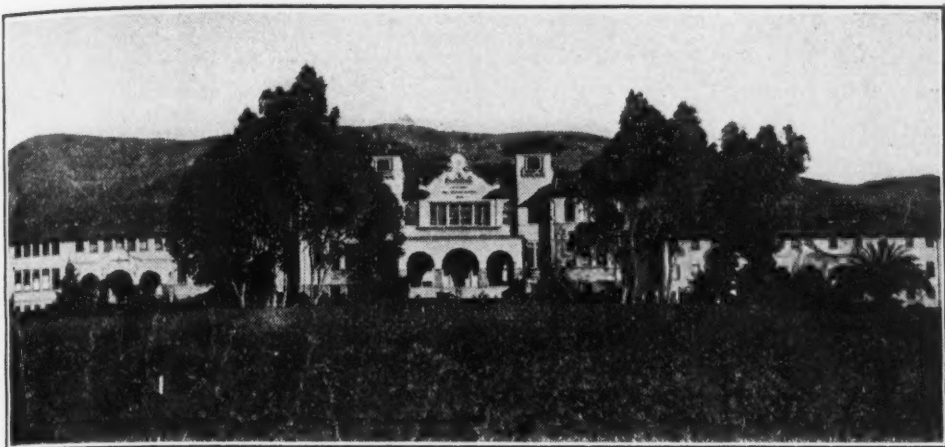
¶ STUDENT PUBLICATIONS furnish one important means to this end, especially when these are so directed that large numbers of students are thereby led to investigate and handle public problems. ¶ We predict that in the next few years Student Publications will be developed in many fields to help meet this need of a broader and more practical training. ¶ THE LEIGHTON PRESS specializes in publication work and will be glad to co-operate with school officials or others who may be interested in this field of effort. ¶ We print the SIERRA EDUCATIONAL NEWS and THE CALIFORNIA COUNTRYMAN, the organ of the students of the College of Agriculture, University of California, besides numerous other publications.

### THE LEIGHTON PRESS

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## California Polytechnic School

(NO TUITION)

Governor Stephens states:

The people of California believe in making every boy and every girl an efficient worker and efficient citizen, as intelligent citizens and efficient workers are the wealth producers of the State.

To that end the California Polytechnic School was established to give vocational training to the boys and girls of the State in terms of the vocations they best fit.

The parents of California ought to know more about the training facilities of the California Polytechnic School.

For that reason I heartily endorse the plan of the California Congress of Mothers and Parent-Teacher Associations which is intended to give the parents of California information concerning the California Polytechnic School at San Luis Obispo.

### Requirements for Admission:

Any boy or girl fifteen years of age or over, with the mental capacity to do the work offered by the School, will be admitted. No elementary or high school certificate is required; but the School reserves the right to determine whether or not the applicant has the required mental capacity.

Hon. Will C. Wood, State Director of Education, states:

I believe in the California Polytechnic School. It has fine facilities for the education of boys and girls who want practical vocational and academic training. If parents knew its advantages, the enrollment would be over a thousand students.

What the STATE UNIVERSITY is to the boy or girl who wants professional training, the CALIFORNIA POLYTECHNIC SCHOOL is to the boy or girl who wants training in Agriculture, Mechanical Arts, Household Arts.

To assure you a place in the school next year and dormitory accommodation, write at once to:

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FALL TERM OPENS MONDAY, SEPTEMBER 11, 1922.

The city of San Luis Obispo is on the coast highway, almost exactly half way between San Francisco and Los Angeles. It lies in the heart of the most important unexploited section of California. It is a city of diversified interests, and is the most important commercial center between Santa Barbara and San Jose. San Luis Obispo offers the most attractive of business opportunities, accompanied by living conditions and a climate unsurpassed anywhere in the State.

WM. C. O'DONNELL,  
Secretary San Luis Obispo Chamber of Commerce.

This page contributed by SAN LUIS OBISPO CHAMBER OF COMMERCE

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To be dependent on others when disabled through Sickness, Accident or Old Age, is more to be feared than Death itself.

It is considered simply a matter of good business for every one to be insured against death, but it is also wise to insure your Income in event of disability or for your own old age.

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Say you saw it in the Sierra Educational News